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ABSTRACT

These eight bulletins, which are intended for literacy instructors, tutors, librarians, and others, contain reviews of literacy materials designed for use in adult literacy, adult basic education (ABE), and family literacy programs. Each review contains some or all of the following: title, author, publisher of the item being reviewed; information on availability and price; ISBN number; level; name of reviewer; review focusing on the item's special features and suitability for its intended audience; and sample page(s). The following are among the materials reviewed in the individual bulletins: manual on family literacy programs; video about reading to children; book to help parents communicate with their children's teachers; resource manual on common childhood illnesses; picture books enjoyed by adult learners; book on learning disabilities; workbooks to develop critical thinking; inexpensive student spelling dictionaries; collections of student-authored materials; easy-to-read mystery novels; ABE fundamental-level math modules; manual on plain language writing; anthologies of popular fiction and nonfiction for beginning readers; guide to help left- and right-handed adults develop cursive writing skills; Canadian content reader/workbook; CD-ROMs, videos, workbook on aging and "herstory" for women; and compendium of articles about adult literacy and adult learning. (MN)

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Literacy Materials Bulletin 9-16
Spring 1994-Fall 1997

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THE LITERACY MATERIALS

BULLETIN

9

Spring 1994

When the Literacy Materials Committee learned that 1994 was to be the International Year of the Family, we decided it was a great opportunity to seek out and field test fundamental level materials that would be appropriate for family literacy settings. Because the members of our committee do not work in family literacy programs we had to be inventive. We learned to reach out to people in other programs and community agencies for suggestions and opinions on materials, to devise ways to use these materials in our classrooms, and to ask parents who attend our programs to try out some of the books, videos, and manuals we found. It proved to be a challenging yet rewarding experience, and most of this issue is devoted to reviewing family literacy materials.

The materials reviewed in this issue of the *Bulletin* include a manual on family literacy programs, a video about reading to children, a book on communicating with your child's teacher, a parenting program, a resource manual on common childhood illnesses, and a sampling of picture books that our adult learners have enjoyed with their children and on their own. You will also find reviews on a popular novel, a package of spelling resources, two plays, and a reference book on literacy projects in various regions of Canada. We think you will find these materials both intriguing and useful.

Welcome to Jan Sawyer, an instructor at Okanagan, University College in Salmon Arm, who recently joined the Literacy Materials Committee. Maureen Stephens, who has been a part of the committee since 1991, will be leaving the committee after this issue of the *Bulletin*. Maureen has always managed to find 'fun' materials to recommend for use with adult literacy students and recently led a workshop on behalf of the Literacy Materials Committee about innovative and entertaining ways to do book reports at the Literacy B.C. A.G.M. We will miss Maureen's positive energy and cheerful smile at our meetings.

The *Bulletin* was printed by students in the Printing Production Department at Vancouver Community College, City Centre.

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Title:	Learning Together: Family Literacy in Ontario, 1992
Author:	Liza McCoy and Trudy Watts
Publisher:	The Family Literacy Interest Group of Ontario
Available:	The Family Literacy Interest Group, 35 Ellerbeck Street Kingston, ON, K7L 4H5, (613) 549-3657
Price:	free while quantities last and then for cost of printing and mailing
ISBN:	0 9696206 0 8
Level:	Instructor (manual includes plain language summary)
Reviewer:	Helen Thomas

Learning Together: Family Literacy in Ontario
A Resource Manual

Learning Together: Family Literacy in Ontario is an excellent introduction to the principles, approaches, activities and issues of family literacy. It highlights a broad range of activities and approaches used in different settings in Ontario. The manual refers to similar programs in other parts of Canada, the U.S. and Great Britain. The information with some adaptations will transfer easily to B.C.

This well organized manual comes in a binder that has space for adding other articles and your own notes or lesson plans. The type is large and easy to read. The format provides wide margins, effective use of white space, and important points and headings in boldface print.

The family literacy programs discussed in this manual include ones sponsored by and situated in community centres, literacy centres, schools, churches, public health programs and libraries. Some program types are play groups, reading circles, homework clubs, upgrading or literacy programs, kits for new mums, and "Parents as Partners as Learners." One instructor wrote, "It certainly broadened my idea of possible kinds of programs."

The information is especially valuable for those planning to set up their own family literacy group. The plain language summary for learners is clearly written and a good starting point for anyone. I particularly enjoyed the learner statement which is included near the beginning of the binder and again in the learner summary.

> "I've always read to my kids.
> I couldn't read good but I could
> pick words out. I'd make my own
> stories for the kids. But now I
> can finally find a book I can read . . ."
>
> *Leaner at Open Book*

This resource manual provides program profiles including funding sources and excellent, primarily Canadian, resource lists on a variety of materials and topics related to family literacy. Another useful section for new group leaders is on issues that often arise in family literacy groups. Some of the issues mentioned are: women and poverty, outreach, working in groups, and parenting. Some ideas on how to handle these issues are included Permission is given to photocopy one copy for your own use, so if you know someone with a manual you may copy those parts that interest you.

I would like to recommend *Learning Together* as a practical, informative and Canadian resource manual for anyone interested in family literacy.

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Rumball Terrace Reading Circle and MacCormack Court Reading Circle

Address: c/o Margaret Jeanveau
Box 327
Markstay, ON P0M 2G0
(705) 853-4775

Sponsor Organization: An independent grassroots program run by residents and former residents of Ontario Housing.

Contact: Margaret Jeanveau

Funders: Except for an original $200 grant, this group raises all its money through fundraising activities such as bake sales and penny tables. The members also canvass the community for book donations and craft supplies.

Start: The first reading circle and homework club started at Rumball Terrace in February 1991. The second reading circle and club started at MacCormack Court in February 1992.

Location: The homework club and reading circles are held in the recreation rooms of two Ontario Housing apartment buildings.

Goals:

- To provide a place for kids to do their homework and play board games.
- To bring families together to enjoy books.
- To provide a chance for tenants to meet community leaders.
- To encourage children to write and share their own stories.

Program:
The homework clubs meet Monday to Friday after school hours until 6:00 pm. Children bring their homework. A snack is served when the homework is finished. Usually there is time for the children to play board games, which they also bring with them.

Title:	**Your Time My Time**
Authors:	Ann Walsh
Publisher:	Press Porcépic, 1984
Available:	Porcépic books Limited, 4252 Commerce Circle, Victoria B.C. V8Z 4M2
Price:	$7.95 (paperback)
ISBN:	0 88878 219 5
Level:	high functional independent
Reviewer:	Iris Strong

Your Time My Time

Your Time My time is a wonderful story! Written by B.C. author Ann Walsh, it is set in Wells and Barkerville, B.C. It begins in 1980 when Elizabeth Connell, a fifteen year old girl, is forced to move with her mother from the city of Vancouver to small, hot, dusty, boring Wells. While her mother "finds herself" after separating from her father, Elizabeth is lonely, bored and depressed. Searching for something to do, she visits the graveyard at historical Barkerville, and finds a ring which transports her back to 1870, where she meets seventeen year old Steve, with whom she falls in love.

The precise descriptions and discerning dialogue make this a great story for any reading level to enjoy hearing, but students who read at the grade six level can manage it independently. The 156 pages are separated into twenty-three chapters, and the print is fairly large for ease in reading. Much action and suspense keep the reader (or listener) anxious to continue, and there is plenty of reference to previous action to refresh the memory when a chapter stop is made.

Character depiction is excellent, and students enjoy identifying sometimes with the mother and sometimes with the daughter in their struggles. There is great opportunity for insight into the opposing personalities and also for discussions regarding the roles.

The language is rich and makes use of effective, precise adjectives and informative adverbs. Descriptions are almost poetic. "Small dust motes danced in the streams of sunlight that found their way between the branches of the trees, dappling the thick grass and moss with spots of gold." (page 153)

The contrasts described in clothing and manner of speech between 1870 and 1980 are wonderful! They provide a beautiful history lesson as well as motivation for paragraph writing, sketches, further research, skits, oral presentation, etc.

All students who were surveyed loved this novel; both male and female, ages seventeen to forty-five were keen to read or hear another Ann Walsh book. Typical comments were: "I wish I could be Elizabeth and have those experiences " I identify with her because she never gives up and neither do I!" "I just want to keep on reading!" "I wish I could write like that!" "You' re not going to stop THERE are you?" "May I read it over again?" "Can we get the next one?"

In class or out, this book comes highly recommended!

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from the future and I only hope I can get back there."

Steven looked her up and down slowly, taking in the faded bluejeans, the old T-shirt and baseball cap. "Well, you *are* dressed differently, more like a boy than a girl." He shook his head. "No. I don't believe it. That's like one of those stories that the French author, Jules Verne, writes. Please, Elizabeth. Let me take you home. I think you're ill and don't realize it."

"It's true, it's true! Look, I was sitting under this tree here. . . ."

Steven looked around, puzzled, but Elizabeth continued, ignoring his confusion at her mention of the missing tree. "I was looking at the sun reflecting in my ring and—"

"That ring!" Steven interrupted. "Please let me see it."

She held out her hand, showing him the gold ring.

"That's my ring," he said. He reached for it hesitantly, and Elizabeth quickly withdrew her hand.

"I've been looking everywhere for it," he explained. "That's why I came to the graveyard today. I thought I might have dropped it the last time I visited my sister's grave. It was her ring and before she died she gave it to me. I carry it in my pocket all the time. Please may I have it back? That ring is all I have left of her. Please. Please give it back to me."

He reached out again. Elizabeth felt a wave of sympathy for this tall, gangly boy who cared so deeply for his lost sister.

"Sure," she said gently. "I'd be glad to give it back to you." She pulled at the ring, but it was stuck. She tried loosening it by turning it on her finger.

Suddenly, Steven was gone, swept away in the thick mist along with the new gravestones and the treeless hillside. Again, her head ached behind her eyes and her stomach churned. As soon as the sick feeling passed, she found herself back in the familiar 1980 cemetery.

The tall pine tree stood guard over the anonymous

Title:	Sneezes and Diseases: A Resource Book for Caregivers
Publisher:	Vancouver Health Department, 1993
Available:	Forms Coordinator, Vancouver Health Department 1060-West 8th Ave., Vancouver, B.C. V6H 1C4. (604) 736-2033
Price:	$15
Level:	functional
Reviewer:	Katie Molloy

Sneezes and Diseases
A Resource Manual for Caregivers

Sneezes and Diseases is a resource manual about common childhood diseases, published by the Vancouver Health Department and adapted in plain language by Laurie Gould. It was designed for use in child care centers, but it would be useful for all parents, caregivers and literacy programs to have this manual on hand. Much of the information was adapted from "Wellbeings", a publication of the Canadian Pediatric society. The format is an extremely user friendly three ringed binder.

Sneezes and Diseases is written and illustrated with clarity, empathy, and above all, with qualified instructions on common things parents can do when their children are sick.

The index/table of contents is well laid out and easy to skim through.

The introduction contains important telephone numbers, and an illustrated "Quick Check" page indicating symptoms of illness in your child. An easy to use Rash Flow Chart describing the symptoms to look for and a checklist of the possible causes of the rash, is also included.

The "Facts About" segment in Section 1 is simple and well organized. Facts about eighteen common childhood diseases are given with a highlighted "Things Parents Can Do" section following.

Section 2, "Preventing Communicable Diseases" gives information on ways germs are spread, good health practices everyone should follow and interesting information on handwashing routines for children.

"Teaching Resources" are contained in Section 3. This part gives some clearly defined teaching objectives to help acquaint children with matters of health and medical equipment. An added bonus is the inclusion of art activities, action songs, suggested children's books and additional resources.

The appendix should not be missed! It includes a list of diseases that must be reported and an immunization schedule, opposite which lies a clear page protector, into which one can put the child's pertinent medical information.

This is an extremely useful package. It is attractive and easy to use. Parents and all people working with children will appreciate its simplicity.

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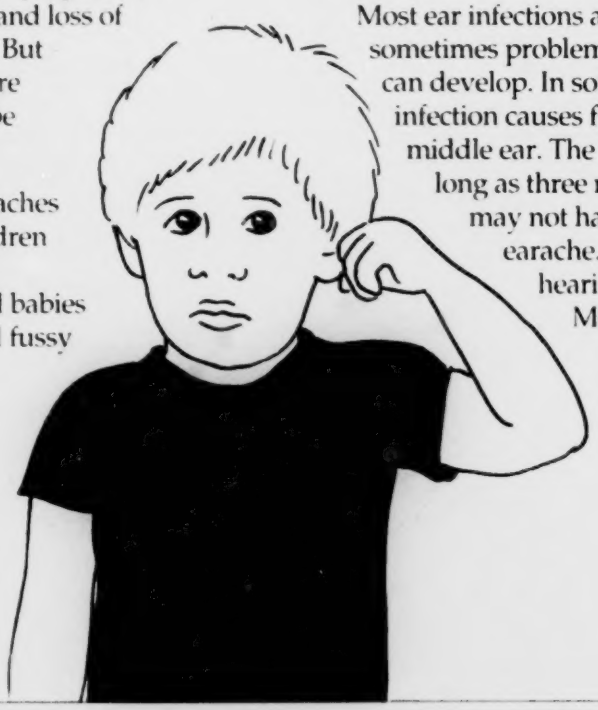
Facts About Ear Infections (Otitis Media)

Ear infections are very common in children. Most children will have at least one before they are 3 years of age.

An ear infection usually comes after a cold. They have many of the same symptoms, such as a mild to high fever and loss of interest in eating or playing. But unlike colds, ear infections are caused by bacteria and can be treated with antibiotics.

Ear infections also cause earaches and colds do not. Older children can tell you if they have an earache. Young children and babies may just become cranky and fussy or cry more than usual.

Doctors usually treat children's ear infections with antibiotics. There are many different antibiotics that work well. The antibiotic should make the child feel better within 2 or 3 days. But, to make sure the infection is completely gone, it is very important to give the child all of the antibiotic. The doctor may also suggest a painkiller such as acetaminophen (Tylenol™, Tempra™, Panadol™ and others).



Most ear infections are not serious but sometimes problems such as hearing loss can develop. In some children, the ear infection causes fluid to collect in the middle ear. The fluid may last for as long as three months but the child may not have a fever or an earache. However, the child's hearing may be affected. Most children get better without any medical treatment. Others may need medicine or tubes in their ears to correct the problem.

Things Parents Can Do

- Call your doctor if you think your child has an ear infection. Your doctor will need to look into your child's ears to see if they are infected.
- Remember that ear infections usually get better with antibiotics, but it is important to take all of the medicine prescribed by the doctor.
- Call the doctor if your child:
  - has an earache that becomes worse even though the doctor has treated it.
  - has a high fever over 39°C (102° F) or a fever that lasts more than three days.
  - is very cranky or fussy or cries more than usual.
  - is very sleepy.
  - has a skin rash.
  - has trouble breathing, or breathes very quickly.
  - has trouble hearing.

Children with ear infections may come to the child care center if they feel well enough to take part in the activites.

Title:	You and Your Child's Teacher
Author:	Pamela Weinberg
Publisher:	New Readers Press, 1990
Available:	Laubach Literacy of Canada, P.O. Box 6548, Station "A" St. John, N.B. E2L 4R9, (506)634-1980, fax 634-0944 In B.C. call Artel Educational Resources 1-800-665-9255
Price:	$11
ISBN:	0 88336 627 4
Level:	functional and independent
Reviewer:	Helen Thomas

You and Your Child's Teacher

The main message of *You and Your Child's Teacher* is that "Parents, children and teachers need to work together to make a child's education the best." This book is at a functional reading level but the information is valuable for any parent. Students at a basic level can read it with the help of a tutor or teacher. Some of the most useful information in the book is advice about how, when, and why to phone the teacher, write a note or visit the school.

I was particularly impressed by the sample phone conversations and sample notes. Any parent is nervous when phoning a teacher about a problem, but if the parent stays calm and plans what to say, a phone call can solve many problems quickly. Learners frequently ask for advice about how to write notes to a teacher. The two examples in this book can provide a pattern to follow that can easily be adjusted to different needs. Looking at the sample note, parents can realize how short the note can be and, in fact, should be.

You and Your Child's Teacher suggests going to school to meet the teacher, see your child's classroom, attend parent-teacher conferences, concerts and so on as frequently as possible, not just when there is a problem. Their advice for how to proceed and think things through when there is a problem is excellent. There are also suggestions for organizing the important papers for each of your children and keeping a diary to record what you have done and when.

The activities the book outlines for learning at home are inexpensive and should be fun for younger children. The positive and constructive "ABCs of How to work with teachers" are useful for everyone.

The font, type size and use of white space is excellent in this book. The black and white illustrations are attractive and complement the text. They show both men and women of various races carrying out the ideas suggested in the book. The text is clear and effectively written in plain language. The table of contents in this well organized book allows you to find the information you want quickly. Although this is an American book, the ideas and information are just as applicable to Canada and there was nothing in the text to indicate its American origin.

The learners who read *You and Your Child's Teacher* recommend it to others. One student wrote, "I like how it outlined the steps. How to implement them for use by you and the teacher."

Absence note

When your child misses school, the school needs to know why. You will need to write an absence note. Remember to include these key facts:

1. date
2. greeting
3. child's name
4. date of absence
5. reason for absence
6. closing
7. your signature

1 May 3, 1990

2 Dear Mr. Franklin:

My daughter, 3 Angela Cleary, was absent on 4 May 2 5 because she had a fever and an earache.

6 Sincerely,

7 Donna Cleary

Practice writing your own note.

1 _____

2 _____:

3 4 5 _____

_____

_____

6 _____,

7 _____

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Title:	Why Seals Blow Their Noses: Canadian Wildlife in Fact & Fiction
Author:	Diane Swanson
Publisher:	Whitecap Books, 1992
Available:	Whitecap Books Ltd., (604) 980-9852 fax (604) 980-8197 1086 West 3rd St., North Vancouver, B.C. V7P 3J6,
Price:	$10.95
Level:	functional
Reviewer:	Sylvia Doherty

Why Seals Blow Their Noses
Canadian Wildlife In Fact & Fiction

In keeping with our family focus for this bulletin, we have field tested four children's books, on the premise that reading to children provides an excellent opportunity to improve and gain confidence in one's own reading skills. The two-fold benefit is that it also sets a positive example to the children and establishes reading as a priority in the home – a priority that reaps rewards in the children's success at school. As well, reading to one's children can establish a regular block of hard-to-find quality time, anticipated eagerly by the children, where they can receive the parent's undivided attention. This activity promotes an excellent atmosphere for discussion about the books and communication in general.

Many adults find, once they overcome the attitude that it is demeaning to read a 'kid's book', that excellent children's books abound in an infinite variety of themes and interests from which both adults and children can gain great enjoyment. Good children's literature is often superior in both writing and art work to much of the mediocre offerings for adult learners and can provide the reader with a richer and more satisfying reading experience.

Why Seals Blow Their Noses, the first of the four children's books we have chosen to review, is a collection of facts, delightful stories, and legends from many cultures about ten wild animals of Canada. It is illustrated throughout with a unique combination of lifelike and lighthearted drawings reflecting the juxtaposition of informative script with humorous legends. This book entertains while it informs, stimulating children's imaginations and promoting discussion. We learn that animals are amazing; there are snorkeling grizzly bears, tobogganing ravens and seals that blow balloons through their noses. Most of the stories are very short to accommodate children with short attention spans. The author, illustrator, and research consultants are all from British Columbia, so it has a uniquely local focus.

Learners reported that their children found the books interesting and chose favorite stories and pictures: one child like the story about the owl best, another had a favorite picture to which she'd keep referring. The parents were pleased that the book was about Canada and "made in Canada."

Children's Books reviews continued page 12

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Special see-through eyelids protect the eyes from dust and bright sunshine.

Its strong, hooked beak is great for tearing food into pieces.

A wading bald eagle may also use its beak to grab salmon that are laying and fertilizing eggs in streams.

Its big, strong feet and sharp, curved claws snatch and kill animals. Because the bald eagle eats lots of slippery fish, the soles of its feet are covered with rough scales. They improve the eagle's grip.

Eagles often hunt alone, but sometimes they work together. One may distract an animal while the other attacks it from behind. Or one eagle may swoop down on an animal, making it run towards the other eagle.

Sometimes, eagles hunt like pirates. They snatch fish away from other birds or scare them into dropping their catch.

Why Eagles See Well

An eagle was asked to fly to the top of a tall tree so it could watch for war canoes. That way it could warn the village of danger. But the eagle couldn't see well—not like the snail.

So the eagle told the snail: "You must trade eyes with me so I can help the village."

"Alright," agreed the snail. "But you must bring my eyes back."

The eagle flew to the tree and looked out—far, far across the water. Soon he spotted a war canoe and warned the chief at once.

When the trouble had passed, the eagle flew down from the tree, and the snail demanded its eyes back. But the eagle decided to keep them forever. And that's why snails move so slowly today, and eagles see so well.

—a story from the Kwakwaka'wakw (formerly called the Kwakiutl) of Canada

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Title:	Very Last First Time
Author:	Jan Andrews
Illustrator:	Ian Wallace
Publisher:	Groundwood/Douglas &MacIntyre
Available:	Douglas &MacIntyre Ltd., 1615 Venables St., V5L 2H1 Vancouver, B.C., 1-800-667-6902 fax 1-800-263-9099 Manitoba & east call 1-800-565-9523
Price:	$12.95 hardcover (soon to be released in softcover)
ISBN:	0-88899-043-X
Level:	basic and functional
Reviewer:	Sylvia Doherty

Very Last First Time

Very Last First Time presents us with a unique perspective on Canadian culture, that of the Inuit people of northern Canada. In great detail, the first few pages of illustrations accurately and sensitively portray the life-style of a northern community. This book then allows us to experience, through a young girl's adventure, the incredible practice of going under the sea ice in winter when the tide is out to collect mussels from the rocks. We travel with her down through the hole in the ice into the nether world darkness. Everywhere she sees fantastic sea monsters and shadow shapes in the candle lit ice formations, wet stones, pools and seaweed. The intelligent, poetic style of text and imaginative and inspired illustrations complement each other to create a multi-sensory feast. We are drawn into Eva's world and we share her elation at this spectacular first-time experience, her joy at being alone, her wonder at the dazzling sights, sounds and tactile sensations, then panic and dread at the loss of her candle, and finally relief as she finds her way back and dances in joyous abandon under the circle of moonlight.

This book has broad appeal. One learner said, "A great book! The detail of the pictures is just incredible." Others shared the book with their children: "Cheryl liked the pictures, the dogs and the part where Eva was dancing." "This is a good story for parents to use different voices to read to the kids." One mother gave it to her teenager, a reluctant reader, who read it three times and said, "The part I liked was when Eva found the hole and came out safe."

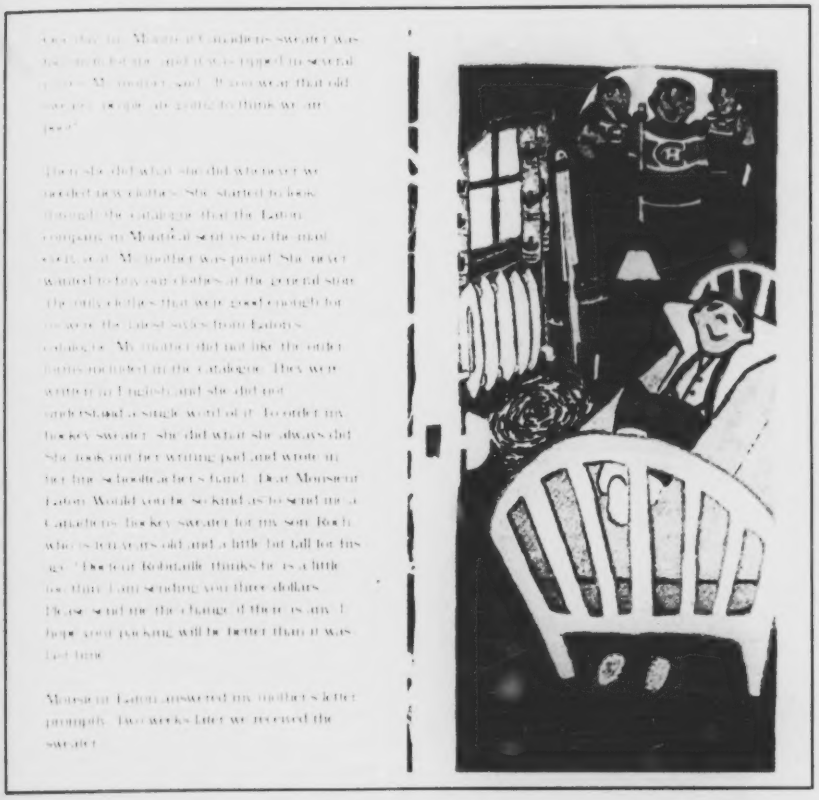
In a minute, she was standing on the seabed. Above her, in the ice hole, the wind whistled. Eva struck a match and lit a candle. The gold-bright flame shone and glistened on the wet stones and pools at her feet.

Title:	The Hockey Sweater
Author:	Roch Carrier translated by Sheila Fischman
Illustrator:	Sheldon Cohen
Publisher:	Tundra Books
Available:	at your local bookstore or Tundra Books, Montreal, Que.
Price:	$6.95 softcover (also available in hardcover)
ISBN:	0-88776 176 3
Level:	functional
Reviewer:	Sylvia Doherty

The Hockey Sweater

The *Hockey Sweater* was first translated from the French in 1979 and published in a book of short stories by Roch Carrier. This more recent edition of the popular story began as an internationally acclaimed animated film in 1980 and became an instant classic when it was published in picture book form, four years later. The delightful story is set in small town Quebec in the 1940's where young boys' lives revolve around school, church and the skating rink. It is narrated in a straightforward first person voice and chronicles a disastrous boyhood episode wherein a Toronto Maple Leaf sweater is sent to a young Montreal Canadiens fan by mistake and he is forced to wear it.

The story appeals to all ages and has been used successfully in the classroom with both beginning and advanced students. The brilliantly coloured pictures are filled with action, emotion and details of the era. There is instant identification with this quintessential Canadian sports story, but many other themes present themselves: childhood, Quebec, Canadian culture, writing, church, changes between generations. One student's children said, "The mother should be more concerned about her son's feelings and not about the company. She paid money to get the sweater," which prompted a discussion about attitudes in 'olden days' versus now. A young male adult student said, "I would give this book 4 stars out of 5. I like books about sports and people's lives in other places." Another remarked, "My nephew liked the colourful pictures."



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Title:	Crow Boy
Author:	Taro Yashima
Publisher:	Picture Puffin/Penguin Books Canada Ltd.
Available:	at your local bookstore or Penguin Books Canada Ltd. 10 Alcorn Ave., Toronto Ontario, M4V 3B2
Price:	$5.99
ISBN:	0 14 050172-X
Level:	basic
Reviewer:	Sylvia Doherty

Crow Boy

Our final children's book review is of the old favourite, *Crow Boy*. This is the poignant story of a strange, shy, small boy who is isolated by his differences from the other children in the school. The setting is in Japan, but the situation is common to every culture. As the story unfolds, we learn how Chibi, or Tiny Boy, as he was known, earns his bolder name of Crow Boy, and his own unique identity with his classmates and the larger community.

Adults and children were unanimous; they really liked this story: "Crow Boy was a great book. I liked it when he was on stage and was doing all those crow voices." "I would recommend this book to students older and younger than me."

This story presents a powerful message; it affirms the idea that we all have something to offer. One learner summed it up with, "I think this book could show a lesson to the young children not to make fun of people."

Some people thought the illustrations weren't very good while others really liked them. One learner's child "liked Chibi's drawings, and she liked his raincoat which was made from dried zebra grass." A bigger typeface would have made reading easier. However, this book was definitely a hit and could be a valuable awareness and learning tool when exploring the theme of tolerance.

Every one of us cried, thinking how much we had been wrong to Chibi all those long years.

Sample pages 12,13 & 14 are 50% of original size

These four books are but a sampling of the wealth of children's literature, and we encourage you to explore more from this resource both for learners and for their children. However, keep in mind that adults are often insulted if they are given children's materials and so it is best to make these available in the context of a family literacy activity or when students can choose books for themselves.

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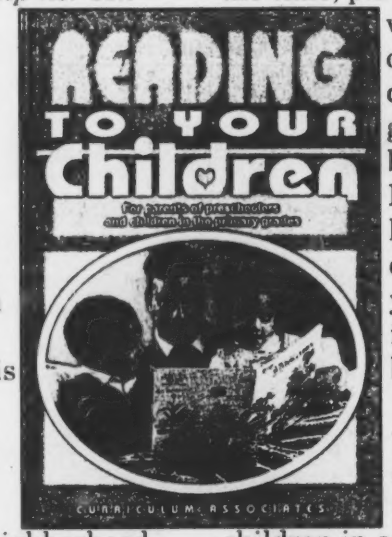
Title:	Reading to Your Children: A video program for parents of preschoolers & children in primary grades
Produced:	Curriculum Associates.
Available:	Curriculum Associates, Inc., 5 Esquire Road, N. Billerica, MA 01862, 1-800-225-0248
Price:	$99 US
ISBN:	1-55- 915- 42- 009
Reviewer:	Brenda Giles

Reading To Your Children

Brenda Giles is an Adult Basic Education student at Vancouver Community College, a member of the Literacy Materials Committee, and a parent who is determined to help her son learn to love reading.



This video is about six secrets for teaching your children to read. The first secret is to be a model to your children by reading recipes, cereal boxes, menus, pictures, grandma's letter, or using the phone book. This will let them see you think reading is important. The second secret is to build a background of experience and knowledge for reading. Look for beautiful sounds and colours in things around you at home, in the neighborhood, or in a special place. The third secret is choosing a time and place to read: a doctor's office, before school, snack time, potty training, bedtime or at the bus stop. Read to each other or just read together in the same room. The fourth secret is to select books at the library, second-hand stores, or grocery stores, but to remember to select reading material children like.

The fifth secret is to share books. For example, talk about the cover. Predict what is going to happen in the book.

The sixth secret is to extend the reading experience. When reading, run your finger along the words. Reread the book and leave out a word for the child to say. Talk about the time, place and characters of the story with your children. Act them out or emphasize what the character says. The video also gives hints for people who are beginning readers or learning English as a second language: listen to taped books with your children, ask them to read to you. The video has many more ideas for helping your children become interested in reading.

One instructor thought the video presented "a thorough discussion of how, why, what, when and where to read with children in an organized, well-paced, visually attractive, and easy to understand way." Another said, "An enjoyable video that re-affirms basic approaches to helping your children become interested in reading."

Students liked it because, "It showed how to read together when children are very small," and it explained, "how to help children learn to read and remember." In addition, it "showed how reading is the foundation of learning and future communication with your child."

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Title:	Nobody's Perfect Parenting Program
Publisher:	Minister of National Health and Welfare in cooperation with the Departments of Health in New Brunswick, Nova Scotia, Prince Edward Island, and Newfoundland and Labrador, 1989
Available:	Canada Communication Group Publishing, Ottawa, Canada K1A 0S9. 1-800-561-4334, fax (819) 994-1498
Price:	Parenting Resource Kit $17 (includes 5 booklets @ $5.25, growth/development charts, sticker) Contact Canada Communication for list of all *Nobody's Perfect* materials
Level:	Parent booklets - basic and functional
Reviewer:	Laurie Gould

Nobody's Perfect Parenting Program

I encourage my students to bring books to class to recommend to their classmates. Over the years, a number have brought in booklets from a *Nobody's Perfect Parenting Program* and made comments like: "These books have information all parents need to know." "They are easy to read." "You can use the pictures to find what you want." "It showed me how to take care of my baby." "I am a new parent with no support, no family. I want to help my little girl. Sometimes traditional ways are different than new ways. I like to learn new ways." "I feel different every time I read them. As my child grows I find more information."

The students had been given the five booklets free of charge when they participated in a *Nobody's Perfect Parenting Program*. This national program is usually implemented through provincial governments or community agencies. It was introduced to B.C. in 1988 by a joint effort of the provincial ministries of Health and Social Services and the federal Health Promotion Directorate and is presently available in 85 communities in B.C. The local Health Unit generally knows where a program is available in any community.

Nobody's Perfect is designed for parents with children under the age of five and is targeted to parents with one or more of the following characteristics:
•single • young •limited formal education •low income •geographically, socially or linguistically isolated.

The program employs high quality materials for parents and facilitators. The parent booklets are practical, clearly written and easy to read, understand and use. "Body" explains normal growth, maintaining health and recognizing illness. "Safety" provides information on accident prevention and first aid. "Mind" describes the social, emotional and intellectual development of children. "Behaviour" offers a problem-solving method for handling common behaviour problems. "Parents" talks about ways in which parents can meet their own needs as well as those of their children. Although it is possible to order the books directly, it is highly recommended that they be distributed as part of a *Nobody's Perfect Parenting Program* conducted by a trained facilitator.

The comprehensive Leader's Guide and Training Manual emphasize a participant-centered approach and a philosophy which affirms that each parent brings rich experiences and feelings to the group that contribute to their own learning and the learning of others' .

Nobody's Perfect Parenting Programs meet the needs of many literacy learners in their role as parents.

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From Parent's Book, *Nobody's Perfect Program*, Health Canada, 1989

38 Tantrums

What's Happening Here?

If my child gets angry, or doesn't get her way, she has a tantrum.

Why Is It Happening?

A tantrum is a way of working off anger. Tantrums usually start when a child is about 2 years old. She becomes angry and frustrated when she can't get what she wants, or is asked to do something she doesn't want to do. Tantrums are most common when a child is tired or rushed.

What Can I Do?

- Stay calm. Don't let the child hurt herself or anyone else. Stay quietly nearby until she calms down.
- Don't give in or try to reason. Pay as little attention as possible during the tantrum.
- If your child has a tantrum in a public place, take her to a quiet place and wait till she calms down.

What If It Doesn't Work?

If your child has a lot of tantrums, check to be sure that you are not rewarding this behaviour by paying too much attention to it. If you are concerned, ask your doctor, public health nurse or mental health worker for advice.

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Title:	On Stage: A Reader's Theater Collection–The Last Job & The Case of the Missing Payroll
Author:	Jack Warner
Publisher:	Steck -Vaughn,1992
Available:	McClelland & Stewart Inc,380 Esna Drive, Markham, ON L3R 1H5, 1-800-268 5707 fax (416) 940-8864
Price:	$14.95 for 10 copies of one play
ISBN:	0 8114-6020 7 The Case of the Missing Payroll 0 8114-6019 3 The Last Job
Level:	ranges from basic to functional
Reviewer:	Yana Sabanskis and Laurie Gould

On Stage: The Case of the Missing Payroll & The Last Job

The Case of the Missing Payroll and *The Last Job are* two short plays in Steck-Vaughn's "A Readers' Theater Collection." In *The Case of the Missing Payroll* Ann and Ken West hire lawyer Laura Greer to defend them on theft charges. When Laura manages to dig up new evidence in their favor the story takes a surprising turn. *The Last Job* is based on O. Henry's story about Jimmy Valentine, an inveterate safecracker who decides to reform after falling in love with the bank manager's daughter, Annabel. But when Annabel's niece is trapped in the bank vault, Jimmy has a hard decision to make.

Both storylines are believable and appropriate for adult audiences. The plays are long enough to generate enthusiasm for the story, but short enough so that students do not lose interest. Students like the surprise endings. The reading level of the parts varies and so by matching student abilities with appropriate parts, the plays are accessible to most literacy students. Printing is a good size and there is plenty of white space. The plays come bundled in packages of 10 and are relatively inexpensive.

Reading a play is often a novel activity for an adult literacy group. One instructor remarked, "We really had fun with this." Another pointed out that, "Most literacy students would never have been 'chosen' to be in a play, so the whole concept, under the right circumstances could be great."

From a reading point-of-view the play format provides much practice and repetition in a purposeful setting. Literacy students often feel unconfident about oral reading, but participating in reading a play out loud seems to be less threatening. They also seem more able to venture predictions and motivated to make inferences when they are engaged in playing a character. In addition, the play format provides a good opportunity to discuss the elements of characterization, setting, plot, and theme.

A number of interesting writing activities can also grow out of play reading including composing a descriptive paragraph on the setting of a particular scene or writing an extra act.

Try these plays out; we think you'll enjoy them.

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On Stage

Jeremy: Don't waste your time on those two, Laura. This is an open-and-shut case if I ever saw one. Believe me.

Narrator: Laura Greer turns and walks out. She stops to think in the hall outside the courtroom.

Greer: *(To herself)* Well, what now, Laura Greer? *(Pauses)* Well, why not start with the Wests? After all, they're right downstairs in the lockup.

Act Two

Narrator: Laura finds the sergeant in charge of the lockup. She is led to the holding cell where the Wests are.

Laura: Mr. and Mrs. West, I know this is hard on you both. But I want you to know I'm not giving up, and I hope you don't either. Now, I'd like to ask you a few more questions.

Ken: Go right ahead, Ms. Greer.

Laura: Good. Now, is there anything you can add to your testimony, Mr. West?

Ken: I told everything I know in court. And everything I said is true. I did open that safe on Friday but only to check on the

Titles:	**The Spelling Pack**
Publisher:	**ALBSU (Adult Literacy and Basic Skills Unit), 1988**
Available:	**Avanti Books, 8 Parson Green, Boulton Road, Pin Green Industrial Estate, Stevenage, Eng. SG1 4QG, phone 011 44438 350155, fax 011 44438 741131**
Price:	**£ 5.25**
ISBN:	**1 870741 01 3**
Level:	**all levels**
Reviewer:	**Maureen Stephens**

The Spelling Pack

From the makers of The *Starter Pack* comes *The Spelling Pack*. This package of ideas, exercises, discussions and comments provides a broad range of materials to help tutors, students and instructors tackle specific problems and issues in spelling. The *Pack* comes in a plastic folder with 83 slip out pages. It is well organized and user friendly making it easy to choose an activity or exercise about whatever area of spelling needs to be worked on.

The Spelling Pack is not a sequential program or spelling course, but rather an idea generator. The reading level of the *Pack* is high for some fundamental level students but the ideas and exercises can be adapted or read orally. Some students will be able to choose individual sheets for independent study.

The *Pack* is divided into two sections. Section one has discussion and activity material plus practice worksheets and helpful advice, all based on the premise that work on spelling should relate to other activities, i.e. work on spelling should be to avoid making mistakes in writing and/or to make writing more accessible to others, etc. The materials in Section two are designed to provide examples of certain approaches to particular spelling problems that can be applied and adapted for other work on spelling.

The Spelling Pack helps students take responsibility for their own spelling program. In one fundamental classroom students worked on the section titled, "Analyzing Spelling Words." They used the ideas in the *Pack* to create cards for analyzing their individual errors. Students said that they "really feel in control."

Throughout the *Pack* there are stimulating discussion sections. For example, the section titled, "The Things People Say About Spelling," would be an effective tool in tutor training. Tutors are given statements on file cards like, "People who make spelling mistakes are lazy," or "Using a dictionary is cheating," or "Educated people spell well." These statements encourage tutors to examine their own attitudes and myths about spelling.

Every literacy program would find *The Spelling Pack* an excellent source of material. Although it was designed for tutors who prepare work for individual students or small groups, and for tutor trainers preparing spelling workshops, it is also invaluable for fundamental and intermediate instructors looking for new twists in spelling strategies. ALBSU has produced another winner with *The Spelling Pack*

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Analysing your Spelling

Some Common Types of Spelling Error

Sample Page

Type of Error	*Example*	*Tips*
Right sound but wrong letters	menshun – **mention**	* keep lists of similarly spelt words * look at them regularly
Didn't apply a spelling rule	comeing-**coming** (drop the 'e')	* get to know which rules you need to learn or which you often forget.
missing letters extra letters	becase – **because** everery – **every**	* highlight or mark the parts which you get confused with.
Wrong word	two much work **too**	* use memory hooks (mnemonics) to help and learn each word separately.
Reversed letters	Firday – **Friday**	* Look at the difficult parts of the word and sound them out or underline them.
spelt the way you speak accent/dialect	somefing – **something** flim – **film**	* Keep lists of your typical errors and know your weak spots.

Use this chart to record some of your own spelling mistakes.

You may prefer to design your own chart for analysing errors.

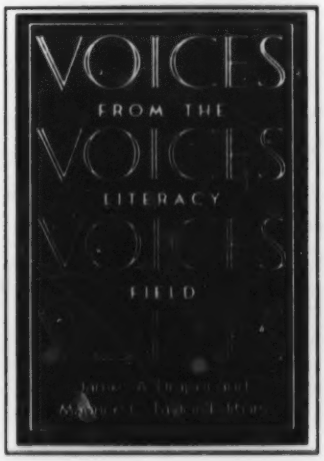
Wrong spelling	*Correct spelling*	*Why it was wrong and how you can learn or remember it*

the SPELLING PACK

Title:	Voices from the Literacy Field
Editors:	James A. Draper and Maurice C. Taylor
Publisher:	Culture Concepts Inc.
Available:	5 Darlingbrook Cresent, Toronto, Ontario, M9A 3H4 (416) 231-1692, fax (416) 237-1832
ISBN:	0 921472 10 2
Price:	$34.95
Level:	Instructor/tutor reference
Reviewer:	Yana Sabanskis

Voices from the Literacy Field

This book is a compilation of articles related to adult literacy in Canada that range from philosophy to training programmes for literacy practitioners, programmes for special needs student and case studies on community building, student participation and work place literacy.



The first section of the book, "Foundations of Literacy", is most useful in helping adult educators define a basis for their role in education. It offers a variety of philosophical orientations in adult education and within each philosophy defines the role of student, teacher and methodology. It also discusses the link between literacy practices with adult education principles and defines the underlying structure of the steps of the learning process.

In the first chapter, James Draper states that,

> "The first task of an educational program . . . is to revive individual self-esteem and dignity. Only then can education provide an open door to learning."

Draper also states that an, "effective educator is able to orchestrate all the variables of a literacy program without losing sight of the overall goal of holistic human development."

Each chapter offers some reflection of how this may be accomplished, either by actual case studies or by presenting the historical development of a variety of successful programs in different communities across Canada, notably in Manitoba and Ontario. And it demonstrates the vital role of library literacy programmes by helping to integrate learners, particularly those with disabilities, into the community.

Many of the chapters end with a series of questions relating to the chapter, and these often serve to involve the readers and question their own theories.

This book is an excellent reference text for adult educators. It may serve the seasoned educator as a'check and balance' for one's own methodology, and for the new educator, it offers a sound basis for developing one's own philosophy, style and role in a student-centered curriculum.

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The Bulletin's Board

You Make it Happen for Your Family!: A Read-Aloud Guide for Parents

This 20-page guide, produced as part of a community outreach project initiated by Pacific Coast Public Television, is written in plain language and meant to be "encouraging to those who might feel uncomfortable reading aloud to their children or uneasy about approaching librarians and bookstore sales clerks for assistance." For a free copy contact *Take Action for Education*, Pacific Coast Public Television Association, Suite 1300 - 666 Burrard Street, Vancouver, B.C. V6C 3J8, Tel. (604) 685-7375

Linking Partners in Literacy: A Model for Local Professional Development

Vicky Austin of Project Literacy Victoria has put together a comprehensive plain language manual on the process of researching, planning and delivering Professional Development workshops for literacy workers in the Greater Victoria Region. The manual is readable, well organized and thorough. If you are planning professional development activities for your community, you may find this publication useful. For ordering information contact *Project Literacy Victoria*, 830 E. Pembroke Street,Victoria, B.C. V8V 1X4, Tel.(604) 381-3755 or fax 381-4911

The Family Literacy Interest Group Of Ontario

This group publishes a newsletter called *Family Ties* and during the International Year of the Family they plan to distribute six issues free of charge. If your are interested in receiving or contributing to the newsletter contact *The Family Literacy Interest Group*, 35 Ellerbeck Street, Kingston, ON K7L 4H5 Tel. or fax (613) 549-3657

Circulating Materials:

The materials reviewed in this *Bulletin* are available on a loan basis for a period of one month. If you wish to borrow any of them, please contact *Literacy B.C.* Suite 1122, 510 West Hastings Street, Vancouver, B.C. V6B 1L8 Tel. (604)687-5077 or fax (604) 687-5076

Mailing List & Permanent Collection:

If you would like to be added to the *Literacy Materials Bulletin* mailing list or want to order back copies, please contact the Adult Literacy Contact Centre.The A.L.C.C. also has a complete and permanent set of materials from all nine Bulletins available for viewing at the *Adult Literacy Contact Centre*, Suite 622, 510 West Hastings Street, Vancouver, B.C. V6B 1L8, Tel. 684-0624 in the Lower Mainland, 1-800-663-1293 toll free in B.C. or fax 684-8520

Reader Recommendations:

The Literacy Materials Committee wants to hear about your favorite literacy materials. Please fill out and mail the form on the back of this page.

RECOMMENDED LITERACY MATERIALS REVIEW FORM

Title _____

Author _____

Publisher _____ **Copyright Date** _____

Level (please circle)

*** Basic (0-3)** **** Functional (4-6)** ***** Independent (7-9)**

Please comment briefly on each of these. Feel free to include more information on an additional sheet.

1. Adult oriented? _____
2. Interesting to learners? _____
3. Appropriate to the reading level of learners? _____
4. Successful with learners? _____

   _____
5. Encourages meaningful discussion and critical thinking? _____

   _____
6. Easy to use? _____
7. Free of bias for age, sex, and race? _____
8. Up-to-date? _____
9. Canadian content? _____

Send the completed form to:

Laurie Gould
Basic Education Department
Vancouver Community College (KEC)
1155 East Broadway
Vancouver, B.C. V5T 1Y8

Recommended by:

_____ _____

(name) (address)

_____

THE LITERACY MATERIALS

BULLETIN

10

Fall1994

This issue of the *Literacy Materials Bulletin* contains reviews on a tantalizing array of materials. In honor of the International Year of the Family, we have continued to field test family literacy materials and included reviews of a writing resource book for family literacy programs and a popular picture book. You will also find reviews on two excellent books devoted to health topics. In addition, we invite you to read about a set of popular story anthologies, a B.C. clip art collection, a book on learning disabilities, two workbooks to develop critical thinking, and some inexpensive student spelling dictionaries. As numerous collections of student written materials are now being published, the Literacy Materials Committee has decided to limit reviews to those which are in some way unique or which will inspire other students to write and perhaps publish their own collections. Consequently, we have included a review of the diverse, high quality student publications of *Wordstream*, a project of the Victoria Read Society.

We are pleased to welcome Linda Mitchell of Literacy B.C. to the Literacy Materials Committee as a resource member . In addition, we have invited Jeannie Purvis from Northern Lights College and Karen Kerr of the Vancouver School Board to join us in our search for and field testing of literacy materials. They take over from two very capable members, Yana Sabanskis and Sylvia Doherty who have served on the committee since January 1992. We have much appreciated and benefited from Yana's familiarity with current reference books and practices in literacy instruction. Sylvia's love of books and special flair for writing were evident in the many excellent reviews she wrote for the *Bulletin*. We must also say good-bye to Thomas Quigley, who as a librarian dedicated to adult literacy, brought a broad range of experience and knowledge to the Literacy Materials Committee during the last five years. We will miss his enthusiasm, humour and the perceptive way he always helped us come to decisions.

The *Bulletin* was printed by students in the Printing Production Department at Vancouver Community College, City Centre. We hope you will find it useful. Laurie Gould

Literacy Materials Committee

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Literacy B.C.
687-5077

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Titles:	Surprises:	Level D (grade 4)	0-89061-675-2
	More Surprises:	Level D (grade 4)	0-89061-676-0
	Shocks:	Level E (grade 5)	0-89061-750-3
	After Shocks:	Level E (grade 5)	0-89061-750-3
	Sudden Twists:	Level F (grade 6)	0-89061-501-2
	More Twists:	Level F (grade 6)	0-89061-502-1
	Conficts:	Level H (grade 8)	0-89061-717-1
	More Conflicts:	Level H (grade 8)	0-89061-718-X
Editor:	Burton Goodman	**Publisher:** Jamestown Publishers	
Available:	Fitzhenry & Whiteside Limited, 195 Allstate Parkway, Markham, ON L3R 4T8,1-800-387-9776 fax 477-9179		
Price:	$12.95 – $13.95 (educational price)		
Reviewer:	Iris Strong		

Burton Goodman Readers

Each of these readers is a collection of classic stories which has been adapted and abridged for use in the adult classroom. Burton Goodman has taken well-known literary works and re-written them in plain language that is neither boring nor patronizing. Students report that their attention is grabbed right away, and that they love how they are often surprised by the sudden twist at the end. The selections are varied, and most appeal to most students.

Teachers and students alike are pleased with the explanation of short story elements found in the introduction: dialogue, characterization, conflict, main idea, mood, plot, purpose, setting, style and theme. In the Level H collections – *Conflicts* and *More Conflicts* – the following elements are also added and explained: character development, climax, foreshadowing, inner conflict, motive and narrator. This encourages the use of appropriate language in meaningful discussion of these and any other stories.

The stories have twenty questions each, varying from literal comprehension to critical thinking and include a cloze exercise. The questions can help a student and teacher identify areas of strength and weakness in the understanding of facts, vocabulary, story elements, and higher level thinking skills. Also, there are questions for discussion and/or writing that call for personal interpretation and require support for any chosen point of view.

Many of the stories are suitable for students to create their own endings (either before or after hearing or reading the one given). They are also appropriate for predicting, characterizing, comparing, and summarizing. Because the selections are mostly by American male authors and are very reflective of the times when the originals were published, other discussions and writing assignments could come out of thinking how the story might be different if written today, or by a Canadian, or by a female (or all three). A few minor examples of bias or racism can also be searched out (for example, in one story someone who is cowardly is referred to as "yellow") and rewritten in up-to-date language.

Generally speaking, these literary collections are highly recommended. Student comments include: "I love these stories", "They're interesting", "They're not too hard", "They have neat endings", "I recommend these books for people that need help with comprehension", and "I can learn in steps and degrees of difficulty, moreover find pleasure in reading the stories." What more could we want for our students???

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Sample Page

12

A Work of Art

BASED ON A STORY
by Anton Chekhov

Sonya Fedorova entered the office of Dr. Koshoff. In her hand she held an object wrapped carefully in newspaper. Her face shone with joy.

"Ah," exclaimed the doctor, "how wonderful to see you. How are you feeling? What is the good news?"

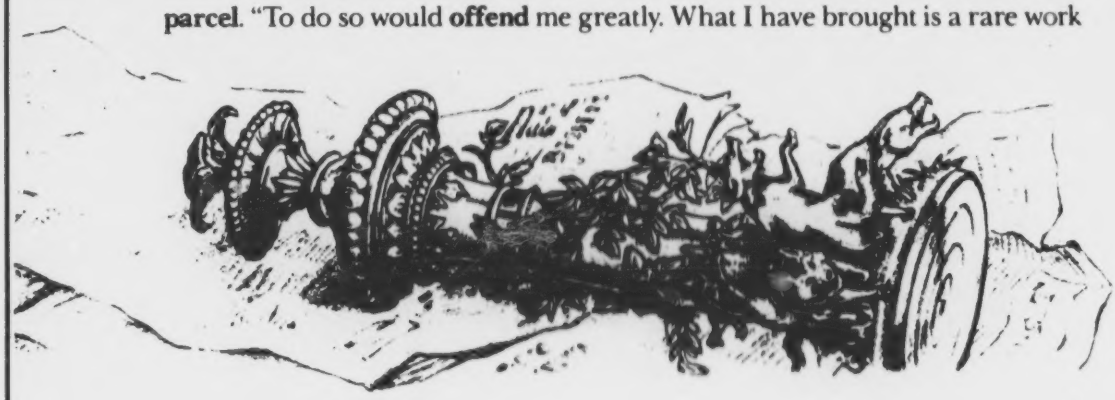
"Doctor," said Sonya, "I have come to thank you. You saved my life. Your skill—your knowledge. Well—I can hardly find words to express myself."

"Say no more," said the doctor, beaming with delight. "I have only done my job. Anyone else would have done the same thing."

"I am poor," said Sonya, "and, as you know, cannot pay you what you really deserve. However, doctor, I beg you to accept a little gift as a **token** of my gratitude."

"Now, now, please—" said the physician.

"No, doctor, you must not refuse," continued Sonya, unfolding her **parcel**. "To do so would **offend** me greatly. What I have brought is a rare work



Title:	**Taking Care: A Handbook About Women's Health**
Author:	**Mary J. Breen**
Publisher:	**McGraw-Hill Ryerson Limited, 1991**
Available:	**your local bookstore or McGraw-Hill Ryerson Ltd., 300 Water Street, Whitby, ON, L1N 9B6**
Price:	**$14.95**
ISBN:	0-07-551303-X
Level:	functional
Reviewer:	Jan Sawyer

Taking Care
A Handbook About Women's Health

Taking Care is an excellent book that deals with women's health issues. This book by Mary J. Breen is a revised and updated version of the first edition that was published in 1985. This latest edition is divided into thirteen clear, comprehensive chapters. Some of the chapters included are:

- Eating Well
- Depression
- Over the Counter-Drugs
- You and Your Doctor
- Menopause

The author's down-to-earth tone is easy to relate to as she gives ideas on how to deal with specific situations. In a section on preparing for a doctor's appointment, Breen lists seven suggestions on how to prepare for the doctor's visit. For example, she suggests the reader "make a written list of all your symptoms and list the medicines you are taking." In the "Birth Control" chapter, the author uses a question and answer format when describing the variety of options available.

One of the comments that came back from all those who field tested this book was that it was very readable. This is due to the content which is very topical and the book's layout. The text is in larger print with good spacing and plenty of white space, all of which encourage the functional reader. The sentences are clearly written and point format is often used. Clear diagrams are also employed to enhance the readers' understanding of the text.

Field testing of this book occurred in a variety of situations, and in each case the response was the same: "My students love this book." In one setting it was used as a reference book available to students and tutors to address specific questions or concerns of the students. In another place, *Taking Care: A Handbook About Women's Health* was used with a group of men and women as part of a theme unit on "Health". In a third situation, it was read as a text where it was enjoyed because of the wealth of information it provided.

The only problem with this book, one you might want to take into consideration when ordering, is that many instructors found that their copies disappeared. It is worth the risk, however, because this book is relevant, informative and interesting to the adult learner.

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• Harmful Side Effects of the Pill.

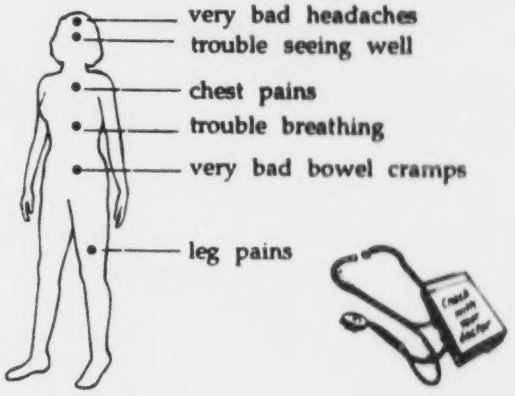
The Pill can cause some harmful side effects. Some of these are serious, but many of them are not.

- Serious harmful side effects of the Pill.

These side effects are serious, but they are <u>not</u> very common:

- stroke
- high blood pressure
- blood clots
- depression
- jaundice

If the Pill is causing a serious side effect, you will have some warning signs. If you have any of these warning signs, call your doctor right away:



Titles:	•Learning in Victoria •We Can All Find a Way, •Tears on a Sidewalk: Seeing the Past Change the Future •Coming Together: Unfolding Our Thoughts on Publishing •Set Your Dreams Free •Gift of Happiness
Publisher:	Wordstream/Victoria READ Society
Available:	Victoria READ Society, 720 Linden Avenue, Victoria, B.C., V8V 4G7, (604) 388-7225, fax 386-8330
Price:	$4.00 per book
ISBN:	•1-895567-00-9 •1-895567-02-5 •1-895567- 03-3 •1-895567-04-1 •1-895567-05-X •1-895567-06-8
Reviewer:	Helen Thomas

Wordstream Learners' Publishing Group has published nine high quality publications since January 1991. A group of adult learners was involved in all steps necessary to plan and publish each book or calendar. The books have brightly coloured covers with striking photographs or artwork and appealing, evocative titles. The border at the bottom of the pages was a learner idea that has gradually become more elaborate and invites the reader to continue through the book.

Stories are generally one page long and accompanied by excellent black and white photographs. The learners' stories are moving and often present intimate portrayals of their lives. The honesty of the stories appeals to adult readers. A student from Malaspina College felt "the stories were touching. It takes a lot of courage and self-esteem to conquer your goals in life." Other readers said the stories were "exciting, wonderful, lovable, interesting, fun . . . " and "There was a lot of feeling in their writing: good feeling, strong feeling . . . a lot of confidence and good spiritual stories too."

Suzanne Ives is the person behind this wonderful learner centred program. At St. Christopher's House Adult Literacy in Toronto she coordinated four adult learner publications. When Suzanne moved to Victoria, it was her dream to start a publishing program to bring together learners from different literacy projects. She approached the Victoria READ Society and Wordstream started in 1991 as part of a Job Development Program funded by Canada Employment. More recently it has been funded by the Ministry of Skills, Training and Labour, the National Literacy Secretariat and the Canadian Give the Gift of Literacy Foundation.

The group begins by choosing a theme and title for each publication. Then learners write, read, edit, and proofread their stories with other students and instructors. Many of these students have never felt comfortable reading in front of others, but sharing their stories, becomes a highlight of their Wordstream experiences. Together they select photographs taken by members of the group and make decisions about artwork, cover and format, always with the reader in mind. They learn about readability (white space, font, type size, etc.) at Wordstream and use those principles to help make their work easier to read as well as more appealing and interesting to new adult readers. *Coming Together: Unfolding Our Thoughts on Publishing* describes the steps the Wordstream Learner's Publishing Group follows for producing a book.

This program became an important focal point in these adult learners' lives and an inspiration for new readers and writers. Their stories also provide reading and writing motivation for other learners throughout B.C. and Canada.

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Why We Like Publishing our Writing

"It makes you feel good when your writing is published and people say you wrote a good story and it builds your confidence up and makes you want to write more."

Nancy

"Because I can write. I feel quite honoured that it's being published in this book."

Gillian

"I improve my writing as I go along. In every story, I add more detail. Making the first book was fun and if people want to be part of a book, now we'll show them how."

Chris

"I am happy to see my classmates' stories in the book, happy to see my story in print and happy to be involved with this group. When I first saw my classmates' stories in print, I had a big happy cry feeling in my heart."

Thomas

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Title:	**Bringing Literacy Within Reach: Identifying and Teaching Adults with Learning Disabilities**
Publisher:	**Learning Disabilities Association of Canada**
Available:	**Learning Disabilities Association of Canada., 323 Chapel Street, Suite 200, Ottawa, ON, K1N 7Z2 (613) 238-5721 fax (613) 235-5391**
Price:	**$25**
ISBN:	**0-919053-25-4**
Level:	**instructor**
Reviewer:	**Karen Kerr**

Bringing Literacy Within Reach

Bringing Literacy Within Reach is a resource book for tutors and teachers of adults with learning disabilities. It begins with a definition of learning disabilities and differentiates between people with learning disabilities and those with other problems that may interfere with learning such as emotional disturbances, environmental disadvantages, and intellectual disabilities.

The book has three sections. The first includes a general overall oral screening interview with summary checklists and an assessment for reading, written expression, spelling and numeracy/ calculation. The second section provides teaching strategies for each specific area highlighted in the assessment. The strategies focus on developing attention, memory, visual-spatial relationships, visual and auditory processing for memory and language processing. The third section is a collection of teaching material resources and a list of standardized texts which are available for formal assessment.

The clear format and language make this resource a terrific reference for the busy teacher. The step-by-step screening interview is very detailed and would provide the tutor with valuable diagnostic information. However, the assessments for reading, written expression, spelling and numeracy assume that the tutor has access to graded material or the expertise to put these materials together to form a complete assessment package.

A wealth of strategies are suggested in the teaching section of the book. Not only are the problem areas acknowledged but step-by-step ideas for teachers and students are included as to how to build up specific areas of weakness. The sections are very well organized with excellent examples. Referring to the book for additional help would always provide the teacher with possible solutions to a problem or the reassurance that what was already in place was good educational practice. In general the strategies provide a solid understanding of how to assist learning disabled adults in their academic pursuits and in recognizing their specific strengths and weaknesses.

Resources at the end of the book include books and materials for students and for teachers. They are divided into the same subject areas as the assessment and teaching strategies enabling straight forward access of information. A long list of formal assessment tests is included accompanied by the reminder that assessment and interpretation of tests is a professional skill.

Lesson #5

Problem: Student can't do word problems accurately.

Learning disability characteristic: Verbal processing (language) and organizational skills

Specific objective: Student will be able to solve the following problem: e.g., Mary is going to have twelve friends to her party. They will have two cans of pop and three hot dogs each. Pop is $6.99 for a case of 24, weiners are $1.99 a dozen and buns are $.99 a dozen. How much will the food and drinks cost her?

Lesson: Break down the problem into separate fact statements:

- there are 12 friends
- each drinks 2 cans of pop
- each eats 3 hot dogs
- in total they drink 2 x 12 = 24 cans of pop
- 24 cans of pop = 1 case
- a case of 24 cans of pop costs $6.99
- in total they eat 3 x 12 = 36 hot dogs which is 3 dozen hot dogs
- there are 36 hot dogs
- 36 hot dogs = 3 dozen
- 1 dozen weiners costs $1.99
- 3 dozen weiners = 3 x 1.99 = 5.97
- there are 3 x 12 = 36 buns
- 36 buns = 3 dozen buns
- 1 dozen buns costs $.99
- 3 dozen buns = 3 x .99 = 2.97
- the pop and hot dogs = 6.99 + 5.97 + 2.97 = 15.93
- final statement: The food will cost her $15.93.

Additional ideas:

- Review procedures used (addition and multiplication).
- Show the symbols that stand for the procedures (+ = add; x = multiply). This is also an opportunity to review other important symbols such as -, ÷, %, etc.
- If the student is a messy handwriter, have student write (or print) each fact statement on every other line.

Title:	**The QUICK-WORD Handbook for Beginning Writers** **The QUICK-WORD Handbook for Everyday Writers** **The QUICK-WORD Handbook for Practical Writing**
Author:	**Rebecca A. Sitton and Robert G. Forest**
Publisher:	**Curriculm Associates, Inc.**
Available:	**Curriculm Associates, 5 Esquire Road, North Billerica, MA, 01862-2589, Tel. 1-800-225-0248 fax (508) 667-5706**
Price:	**$3.95 each or $.89-.99 each for 11 or more (U.S. funds)**
Level:	**basic, functional, independent**
Reviewer:	**Laurie Gould**

The QUICK-WORD Handbooks

The QUICK-WORD Handbooks are a big hit at Vancouver Community College. Many instructors in our fundamental level program recommend the handbooks to their students, and students in other programs have also recognized their value and bought copies from the bookstore.

QUICK-WORDS are inexpensive and functional. The 30 page *Handbook for Beginning Writers* contains 330 high usage words listed in alphabetical order and introduced with a sentence that uses the word in context. Space is provided on each page for writers to add their own words. Eight pages at the back include special lists of words: days, months, weather, animals, foods, colors, school and numbers. This handbook is probably most useful in a family literacy program as some of the sentences and illustrations are for children.

The *Handbook for Everyday Writers* comes in a Canadian Edition and lists 1,029 high frequency writing words plus space for students to list their own words. It is appropriate for functional level adult students and has a homophone guide, suffix reference, common abbreviations, including those for metric terms and names of provinces, plus number words, months of the year and days of the week.

The *Handbook for Practical Writing* is designed for the independent level student and lists over 2,500 high use writing words plus 237 survival words and phrases. Like *Everyday Writers* it features a homophone guide, suffix reference and list of common abbreviations. However, there is not a Canadian version so it is more American in content and spelling.

QUICK-WORDS can easily be 3-hole punched and kept in a binder for handy reference. My students use it as a fast and easy dictionary to check spelling as they write and as a personal problem wordlist for spelling errors. I give them a set of directions on "How To Study Spelling Words" to tape into the front of the handbook and use with words they record.

Here is what students say about this excellent resource: "I use quickword to find new words to learn and look up the correct spelling to make sure I'm right." , "I use (it) to keep track of incorrect word spellings.", "I like quickword because I learn a lot of new words.", "I use it like a dictionary because it is very easy to find words in.", "I like it because it starts from A to Z and it shows how to do word buildings.", "I look up the correct spelling of a word I maybe not sure of." One instructor noted, "I see all of them use it frequently when they're writing."

each	entire
early	equal
earth	especially
east	even
easy	evening
eat	ever
edge	every
effect	everybody
*eight	everyone
either	everything
electric	everywhere
electricity	example
else	except
empty	exercise
end	expect
energy	experience
engine	experiment
English	explain
enjoy	express
enough	eye

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Title:	**A Handbook for Interpreters in Health**
Publisher:	**Government of the Northwest Territories**
Available:	**Health Promotion, Department of Health, Box 1320 Government of the Northwest Territories, Yellowknife N.W.T., X1A 2L9**
Price:	**$50**
Level:	**functional**
Reviewer:	**Karen Kerr**

A Handbook for Interpreters in Health

This manual was written for use by health care workers in the northern communities with individuals who may not be familiar with English and medical terminology. It is also ideal for adult literacy students who are learning to use their newly acquired reading skills to learn interesting and worth while information. The manual is presented in a three ringed format suitable for a binder.

The book has three main parts. Part I is most directed at the health care worker explaining how, when and why the book is useful. Part II is divided into sub-sections each focusing on transmitting relevant information about specific "body systems" (respiratory, nervous, digestive, circulatory) how they function in the body and common problems which may occur within the "system". The last part concentrates on public health and the health difficulties which arise from heavy drinking, smoking, stress, diabetes and heart disease.

The language and diagrams used in the manual are clear and directly to the point. The diagrams simplify the complex issues associated with body functions, but presentation and technical language used is adult and similar to the words used by doctors, nurses and the media. Students found the inclusion of problem areas and risk factors to be particularly meaningful and relevant to their life styles. Also, useful ideas for home treatment for some of the problems were included.

This is an extremely useful manual with easy to locate sections and numerous drawings and diagrams. The whole area of personal health care is an important and recurring interest for adult literacy students and this type of book allows the teacher or tutor to present information without having to be an expert in the subject area. Students and instructors can all learn a great deal from this book!

The NWT Health Promotion Office of the Department of Health has given permission to duplicate a few pages of the manual for educational use, but require a letter for requests to duplicate larger amounts. Your local community health nurse, health unit or health department may have a copy of *A Handbook for Interpreters in Health* that you can borrow.

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Sample Page

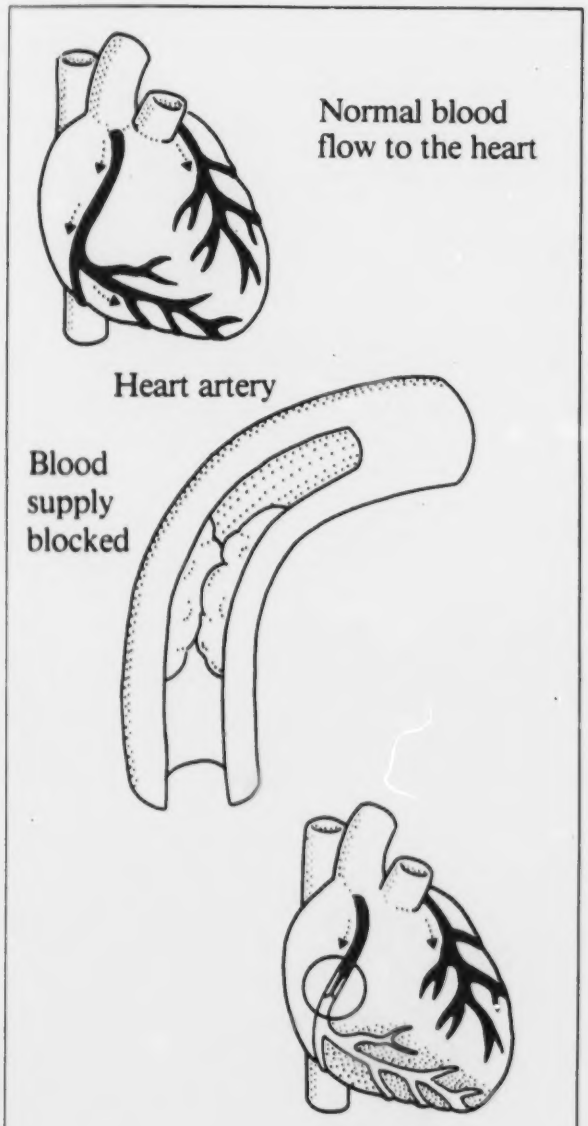
Common Problems

Heart Attack

- A **heart attack** occurs when blood doesn't get to part of the heart; the part without blood becomes damaged. Usually this is caused by a blood clot in one of the heart arteries. The bigger the area affected, the worse the attack.
- People who have high blood pressure or hardening of the arteries are more likely to have a heart attack than those who do not.
- The main symptom of a heart attack is a strong pain in the middle of the chest. Angina pains are a symptom that an attack is possible.
- It is important to get help fast in order to minimize the amount of damage. A heart attack is a **medical emergency.**

Most people who have heart attacks recover. Recovery usually involves:

— medical tests to determine how much damage has occurred to the heart muscle. The specific treatment will depend on these tests.
— not smoking;
— keeping weight down and eating less fatty foods;
— exercising regularly. Regular exercise, that begins slowly and then gets more intense during recovery, usually cuts down the chance of having another heart attack.



Part of the heart damaged due to a lack of blood.

Title:	**Bridges to Critical Thinking: Reading Fiction** **Bridges to Critical Thinking: Reading Nonfiction**
Author:	Bonnie Tivenan
Publisher:	Contemporary Books, 1991
Available:	Fitzhenry & Whiteside, 195 Allstate Parkway, Markham,ON L3R 4T8, 1-800-387-9776 fax (905) 477-9179
Price:	$9.95 each (discounts for multiple copies)
ISBN:	8092-41943 & 8092-41935
Level:	functional
Reviewer:	Laurie Gould

Bridges to Critical Thinking

These two titles in the *Bridges to Critical Thinking* series are worthwhile purchases for your students. Their workbook format is clearly laid out with lots of white space and 'easy-to-read-but-not-too-big' print. They feature adult content and illustrations. Each book has an answer key at the back.

The first chapter of *Reading Fiction* introduces students to the five W questions and shows them how to ask questions and think ahead when they read. Subsequent chapters discuss the basic elements of fiction: plot, conflict, order of events, setting and characterization. Each chapter contains a lesson on one of these elements, relevant exercises and then one or two high interest short stories that exemplify the story element focused on, followed by application exercises. "Writer's Workshop", an integrated writing assignment in most chapters, helps students recognize the link between reading and writing.

Students like working with these books, "The book is easy to read and the stories are like real life stories.", "The writing was nice and big.", "When I finished reading the story I knew the conflict, place, time, plot and I understood the story more easily", "When you write a story you know exactly how to use setting, opening and closing and plot.", "It has short interesting stories.", " This book made me think a lot.", " These exercises help you put it all into perspective.", " There are questions [that] make the reader think about what has been read or what might happen. I feel this is beneficial."

Of *Reading Nonfiction* one instructor wrote, "The topics in this book are perfect for the ABE philosophy of teaching in the content areas. There are science selections, biographies, social studies articles, etc. The topics chosen are interesting: invention, Stephen Hawking and scientific theory; anthropology . . .and beg to be followed up on." *Reading Nonfiction* introduces students to basic concepts and patterns of development used in expository writing: topic sentences, detail sentences, outlining, summarizing, note-taking, giving directions, comparison and contrast, cause and effect. The "Writer's Workshop" challenges students to us these strategies while writing from their own experience. "It has helped my comprehension alot. I can pick out the important parts of paragraphs. It has also helped me with writing stories and with summarizing what I read," commented one student.

The content covered in these two workbooks is not unique. However, it is unusual to see these topics dealt with in a way that is interesting and accessible to adults reading at the functional level (grade 4-5). The only real drawback is the lack of Canadian content.

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Sample Page

4

Conflict

Have you ever had to . . .

- **force yourself to stop a bad habit?**
- **fight bad weather?**
- **stand up for yourself when your family did not agree with you?**

Most people have **conflicts**, or problems like these, from time to time. So do the people in stories.

Some conflicts happen when a person has to make a difficult choice. For example, the man trying not to overeat has to choose between two things he wants—dessert and weight loss. This kind of conflict is known as **person against himself (herself)**.

Other conflicts involve a struggle against bad weather or another problem caused by nature. A conflict like this is known as **person against nature**.

The third kind of conflict is known as **person against person**. This kind of conflict occurs when two or more people disagree or fight with each other.

All conflicts in story plots can be put into one of these three groups. In this chapter, you will use your experience with problems to understand conflicts in story plots.

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Title:	**Kids Have All the Write Stuff**
Authors:	**Sharon A. Edwards and Robert W. Maloy**
Publisher:	**Penguin Books, 1992**
Available:	**Penguin Books Canada Ltd., 10 Alcorn Ave., Toronto, ON M4N 3B2 or in Vancouver at Kidsbooks (604)738-5335**
Price:	**$12.99**
ISBN:	**0 14 01 5972 X**
Level:	**instructor**
Reviewer:	**Katie Malloy**

Kids Have All The Write Stuff

This book was recommended by a family literacy instructor as a resource for program planning and parenting information.

"As soon as [children] discover new purposes or find compelling topics, they write enthusiastically." So say Edwards and Maloy, experienced educators, and authors of *Kids Have All The Write Stuff*. Taking a whole language approach, this is a resource book providing hundreds of practical suggestions and tips for teaching and encouraging young children to write.

It is written in two parts. Part one "Understanding Writing" examines children's emergent writing, talks about the creation of a "Writing Box", suggests a "Writing Process Fit for a Child" and analyzes many examples of children's writings, including a section on how to decipher a child's first written words. The authors convincingly illustrate how a writing box can do far more than simply assemble writing and drawing materials neatly .

Part two, "Enjoying Writing" has a chapter on writing for everyday life including suggestions and examples of greeting cards, letters, lists, notes, menus, bulletin board ideas, daily and weekly routines, plus many more innovative ideas. Another chapter, "Playing with Language Through Words", is filled with examples of how parents can adapt everyday situations into interesting learning experiences. The creation of electronic journals, diaries, stories, notes, signs and maps are among the ideas put forward in chapter 8, "Using Writing Machines."

The nine chapters cover writing processes appropriate for children, writing as a family activity, expressing imagination and other aspects of enjoying writing. The end of the book includes a chapter on how teachers can integrate the ideas at school, over thirty pages of book suggestions for children, a how-to on publishing children's books at home, and lists of resources, including software.

"Throughout the educators who wrote this book have infused it with a passion for the value of writing and an infectious respect for children," writes friend and colleague Caroline Mufford, and of the day she assembled a writing box with her daughter, "Eileen was riveted and serious as she proclaimed, 'I am a writer'."

Kids Have All the Write Stuff aims at parents of emergent writers but many of the strategies suggested could easily be adapted for use with adult learners directly or in their role as parents. It is a worthwhile resource for any family literacy program.

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Sample Page

In the 1980s we became interested in the whole language approach to teaching, in which children's own writing serves as the beginning of their learning about language. What we found within this philosophy were concepts that radically changed our beliefs about what even the youngest children can learn and accomplish. In 1988, we combined our knowledge of whole language and "process writing" with the powerful role that parents play in their child's life. We developed and tried out an easy, inexpensive, and effective way to promote successful learning for children that begins with their writing at home. We call it a Writing Box.

Writing Boxes are containers (we use see-through plastic ones) filled with materials for young children to keep at home and use any way they choose. Since that first year, more than a hundred youngsters from Sharon's kindergarten, first-, and second-grade classes, and many more in several other Massachusetts schools, have received Writing Boxes.

A Writing Box might contain:

- white construction paper
- colored construction paper
- lead pencils
- erasers
- scented watercolor markers
- crayons
- colored pencils
- cellophane tape
- glue
- stapler
- scissors
- ruler with shaped template cutouts
- small and large notebooks
- small chalkboard
- white and colored chalk
- pencil sharpeners
- alphabet chart
- top-locking plastic bag
- classroom-made blank books

We chose colorful, child-sized items that appeal to young children, such as a small Swingline stapler that is just right for the size and strength of small hands. Some items grab attention, like the multicolored covers on various sized notebooks. Some are unusual, like a pencil sharpener attached to a small globe. One of three lead pencils has a shiny exterior instead of plain yellow. The C-THRU plastic ruler has small templates of geometric shapes in its center. Fiddle Sticks markers have different scents. The materials are inexpensive, durable, and easy to replace. Paper-covered, child-made blank books for children to write in at home and bring back to school to be typed into "published" cardboard-cover editions are also part of the contents.

Title:	**Bread•Bread•Bread**
Author:	**Ann Morris**
Photographs:	**Ken Heyman**
Publisher:	**William Morrow**
Available:	**Gage Distribution, 164 Commander Boulevard, Scarborough, ON, M1S 3C7, 1-800-667-1115 In Vancouver at Kidsbooks (604)738-5335 fax 738-5362**
Price:	**$7.95**
ISBN:	**0 688 122 752**
Level:	**basic**
Reviewer:	**Lorraine Fox**

Bread•Bread•Bread

Bread •Bread •Bread is a picture book with lovely photographs of various nations of the world and the type of bread which is a staple food for them. As the book jacket professes, "It provides the reader with a glimpse into the rich variety of world cultures, as well as an informative look at an important food that everyone agrees is as necessary as water and air."

Bread •Bread •Bread was field tested in regular adult literacy programs and in a family literacy project. It was well received by children and adults alike. Participants were able to readily identify with persons pictured in the book, as bread is an important part of every life.

In the family literacy project, the children and adults were asked to read the book separately and as a group. Then we asked all to write a short story about bread, to write their favourite recipes using bread and then to read aloud to the group. This activity was very much enjoyed, with much discussion and laughter. We concluded this learning exercise by making *bannock* which is a staple bread in many First Nations homes.

The large type and brevity of sentences in the book were easily understood and read by all. The children who were unable to read enjoyed the photographs as well as the making, baking and eating of our bannock.

One student in an adult literacy class wrote, "People all over the world eat bread. Some people eat it once a day. People in India eat Japati three times a day. I liked this book. The first time I watched the bread, how it was shaped. Then I read the book. It reminded me of all the different kinds of bread I ate in different countries before I came to Canada."

Another student took *Bread •Bread •Bread* home to share with her children and said they read it over and over again together. She said, "It has wonderful pictures. It made my children use their imagination."

Bread •Bread •Bread is a delightful book to introduce learners to other world citizens and to encourage them to share many happy bread stories.

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People eat bread all over the world.

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Title:	**Days of Augusta**
Author:	**Jean E. Speare**
Publisher:	**Douglas & McIntyre, 1973, 1992**
Available:	**at your local bookstore or Douglas & McIntyre, 1615 Venables St., Vancouver B.C. V5L 2H1 (604) 254-7191 fax (604) 254-9099**
Price:	**$16.95**
ISBN:	**1-55054-003-3**
Level:	**functional**
Reviewer:	**Brenda Giles**

★★ The Days of Augusta ★★

Jean E. Speare's book, *The Days of Augusta*, is a collection of poems, short stories and photographs which reflect the life of Mary Augusta Tappage. There is also a sixteen minute film based on the story available from the National Film Board of Canada.

The Days of Augusta is a book about a wise First Nations woman who taught many different children. The story covers her life from when she was a child in mission school through to her death at age ninety. She tells of how at the mission school she was not allowed to speak her Shuswap language.

Augusta married George Evans in 1903 and lost her Indian status. They bought a farm and George worked the road to pay it off. They had four children, two boys and two girls but the girls died at birth. The boys never went to school because they were not allowed to go to the mission. So Augusta taught them herself.

Augusta was still young when George and the oldest boy died. Her younger son took over the farm and she worked at various jobs in people's homes. Augusta taught herself to be a midwife from a doctor's book. Also she took in unfortunate children till they were able to go on their own. She taught them English and Shuswap. Augusta Evans died on August 16, 1978. She was buried in the native graveyard on the Soda Creek reserve.

Learners really like *The Days of Augusta*. One woman, an aboriginal Guatemalan said, "I learned new information from this book. As an Indian we should not forget our mother language. We should teach our children and our grandchildren as Augusta did with her children, grandchildren and the children of others." An instructor commented, "Great discussion on role of residential schools and grandmothers. Works well with the NFB film."

★★★★ GOLDEN OLDIE ★★★★

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Sample Page

Smallpox

I

It must have been about 1860, that smallpox time. My grandmother told me. She lived through it. Not many did.

She said that lots of Indians lived on this high bench and that's where they are all buried. They died like flies, yes.

And for years after, a flag used to wave above the graveyard, but that's gone now. But no one goes near it anyhow. No one wants to go near it.

How they got it she says was from a man on foot coming through the country. A white man. A miner, maybe, in those days.

He camped near the Indians and they gave him food and were good to him. And I guess he thanked them by giving them this nice blanket — a Hudson's Bay blanket, my grandmother says.

Well, that man didn't have smallpox — no, he didn't have it. But they figured out later that he must have carried it with him in that blanket.

They all got it anyway after he left. It cleaned them out.

II

Well, my grandmother's young brother got this smallpox. They were young in those days. She didn't get it because she stayed away from the others. She was living in an underground house.

Her brother called to her. "Make a fire out here for me," he called.

Doctor's Book

I bought a doctor's book from Eatons.
It was down at Regina then.
It cost me three dollars, yes.

But I read that book from end to end.
I learned it by heart.
At night in my kitchen by candlelight.

It was this thick and it had pictures
About everything — mother, baby, boils, breaks,
Yes, I learned it by heart.

I said, "I'm not scared to help them."
No doctors, nobody; so I learned that book

Title:	**B.C. Scapes**
Publisher:	**The Alexandra Projects**
Available:	**The Alexandra Projects, #305 – 1140 Homer Street, Vancouver, B.C., V6E 2X6, (604) 683-4563 fax 683-6880**
Price:	**$40 including GST and PST**
Level:	**all levels**
Reviewer:	**Helen Thomas**

B.C. Scapes

B.C. Scapes is a reasonably priced software program that has a variety of high quality images, scenery, objects and landmarks that are well known in British Columbia. It comes on diskettes in two different formats: Macintosh and IBM or through an electronic delivery service via modem.

In order to use these graphics you must have a word processing or desktop publishing program that will allow you to import graphics. Once I was shown the process, I found it easy to use these images with a Macintosh computer and Pagemaker. The two disks were easily loaded on my hard drive, but the images could also be used directly from the original disks. There is no difficulty making the graphics very small or large enough to fill a sheet of paper. The clarity and quality of these graphics were excellent in any size. The results were effective with either a laser or a dot matrix printer.

Using an IBM or similar computer, the graphics were equally successful. A machine with a 386 or higher processor is recommended to run the graphics efficiently. The graphics could be easily retrieved by many of the current word processing, desktop publishing Windows programs.

The BC Scapes collection of over 50 clip art images is a great motivator of students for creative writing, research projects or newsletters. The graphics help students choose a topic or can be added to a piece of writing or a newsletter to give the project a finished and polished look. Although the buildings and some other landmarks are from the Vancouver area, even students who do not live there are familiar with this area and would enjoy writing about it. Others appreciate learning about this area from other learner's writing. Some useful teaching images such as a map of BC and Vancouver island are included and could be used in a variety of classroom activities. The images are extremely clear and far more realistic looking than many other graphics.

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The Bulletin's Board

Canadian Congress for Learning Opportunities for Women (CCLOW)

What happens when some women in an adult literacy or basic education program decide to do something they define as woman-positive? Thirty women across Canada were involved in a program-based research project that asked that question. Their stories and experiences are available in three books co-published by CCLOW and Fernwood Publishers. For more information contact *CCLOW* 47 Main Street, Toronto,ON, M4E 2V6, Tel. (416) 669-1909 or fax (416) 699-2145

Saskatchewan Literacy Network Publications

The Saskatchewan Literacy Network has published a number of attractive and affordable collections of student stories. Titles include *Struggles and Growth Volumes I, II, III* at $6.00 each and *Memories and Dreams Volumes I and II* at $5.00 each plus $1.00 postage and handling. They are currently developing a guidebook for use with these publications. Contact *Saskatchewan Literacy Network*, P.O.Box 1520, Saskatoon, Sask., S7K 3R5, Tel. (306) 653-7368 or fax (306)933-6490

Mailing List & Permanent Collection:

If you would like to be added to the *Literacy Materials Bulletin* mailing list or want to order back copies of *Bulletins 1 – 9*, please contact the Adult Literacy Contact Centre.The A.L.C.C. also has a complete and permanent set of materials from all ten *Bulletins* available for viewing at the *Adult Literacy Contact Centre*, Suite 622, 510 West Hastings Street, Vancouver, B.C. V6B 1L8, Tel. 684-0624 in the Lower Mainland, 1-800-663-1293 toll free in B.C. or fax 684-8520

Circulating Materials:

The materials reviewed in the 10 issues of the *Literacy Materials Bulletin* are available on a loan basis for a period of one month. If you wish to borrow any of them, please contact *Literacy B.C.* Suite 1122, 510 West Hastings Street, Vancouver, B.C. V6B 1L8, Tel. (604)687-5077 or fax (604) 687-5076

Reader Recommendations and Requests:

The Literacy Materials Committee wants to hear about your favorite literacy materials. We also want to help you find the specific type of literacy materials you are looking for. To help us, please fill out and mail the forms on the back of this page.

The Literacy Materials Committee receives funding from the National Literacy Secretariat, Multiculturalism and Citizenship Canada and the Ministry of Skills, Training and Labour, British Columbia. The Committee was formed in 1989 to seek out, field test and review worthwhile literacy materials for adults. The Literacy Materials Bulletin is published and distributed twice a year.

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LITERACY MATERIALS RECOMMENDATION FORM

Title _____

Author _____ **Publisher** _____

Level (please circle) ***Basic (0-3)** **** Functional (4-6)** *****Independent (7-9)**

Why do you recommend this title: _____

_____

_____

_____

_____

Please attach copy of one page and table of contents

Recommended by: _____

_____

_____

LITERACY MATERIALS REQUEST FORM

What kind of material(s) would you like the Literacy Materials Committee to seek out, field test and review. Please include information about the content, level and format (book, video, software, etc.) you require: _____

_____

_____

_____

_____

Requested by: _____

_____

_____

Send completed forms to:

Laurie Gould
Basic Education Department
Vancouver Community College (KEC)
1155 East Broadway
Vancouver, B.C. V5T 1Y8

THE LITERACY MATERIALS

BULLETIN

11

Spring 1995

literacy • instructors • tutors • learners • administrators • coordinators • librarians • resource centres • learning centres

Do you have a favourite book, tape, periodical, poster, video, computer program . . . that you recommend to other literacy providers and learners? If so, the Literacy Materials Committee would like to hear from you. Please contact one of the people in the right sidebar with your recommendations or fill in the form on the back cover and mail it to me. Or if you are looking for a specific type of literacy material, let us know and we'll try to help you find it.

This issue of the *Literacy Materials Bulletin* contains reviews of an eclectic group of materials ranging from a new series of easy-to-read mystery novels to a handbook for instructors of students being treated for mental disorders. You can also find out about the new ABE Fundamental Level Math modules, two reading circle books, a manual on plain language writing, anthologies of popular fiction and nonfiction, a parenting book, a Canadian content reader/workbook and a novel about a heroic woman that is often one of the most popular books in any literacy materials collection. We're sure you will find something useful in these pages to add to your resources.

The Literacy Materials Committee welcomes Joyce Vowles, an instructor at the Columbia Square Adult Learning Centre, New Westminster. Joyce will join us in our relentless search for worthwhile literacy materials. But don't get the idea that we spend all our time with our noses stuck in books. Members of the committee have recently been involved in a number of exciting projects. Katie, Iris, Helen, Thomas and Laurie worked with the Association of B.C. Book Publishers to prepare a brochure of new literacy books. We are also involved in a project that is exploring the feasibility of establishing a provincial resource centre for literacy materials and literature. Both are cost-shared projects between the Ministry of Skills, Training and Labour, BC and the National Literacy Secretariat. In addition, the Committee has participated in the showcase events of cost-shared literacy projects in Vancouver and Prince George. And, of course, we have been busy preparing this issue of the *Literacy Materials Bulletin*. We hope you like it!

Laurie Gould

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Titles:	The Sully Gomez Mystery Series • Dirty Money • Knockout Punch • Set to Explode • A Sucker for Redheads
Author:	Mel Cubulash
Publisher:	New Readers Press, 1993
Available:	Laubach Literacy of Canada, PO Box 6548, Station "A" St. John, NB, E2L 4R9 or in BC Artel Educational Resources Ltd. 5528 Kinsway, Burnaby, V5H 2G2 1-800-665-9255, 435-4949, fax (604) 435-1955
Price:	$7.25 each
Reviewer:	Jan Sawyer

Sully Gomez Mystery Series

The Sully Gomez Mystery Series was written by Mel Cebulash, who has authored more than 50 books. This series is presently made up of four individual titles. The students who read these books report that they are exciting and easy to read.

Sully Gomez, the hero in each book, is a private detective in Los Angeles. He is portrayed as a guy who could have gone the wrong way. He grew up on the streets of L.A. and was saved from a probable life of crime by joining the army. Now as a P.I., he is on the right side of the law.

A Sucker for Redheads and *Set to Explode* were the two books field tested in my class. They were available for outside reading and read by men and women whose ages ranged from 22 to 50. One student commented, "I find the book *Set to Explode* a lot easier to read than a lot of other books that I have tried to read. The story line stays in line and is realistic." Another student said, "I liked the printing. It was easy to read and it wasn't too hard. I had a good understanding for the book." Everyone who read one of the books wanted to read the other one.

Print size is relatively large and adds to the books' easy readability, as does the extensive use of dialogue, which provides short paragraphs. Since there is a fair degree of variety in the sentence structure, I was able to refer to the books as examples of writing that uses more than the subject-verb-object format. Although most of the chapters have a half page illustration, they're not particularly engaging and do little to enhance the stories. Each of the two books reviewed has less than 70 pages.

Finally, it should be mentioned that these books are also available on tape. Although some of the students initially selected the book because it was on tape, the tape was quickly put aside. They found the tape "boring" and the reader's voice "didn't have any emotion."

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Sample Page

"No," Tess said. "The guy stopped Don on the street somewhere. Don tried to get away from him. That was when Don got shot."

"Did you call the police?" I asked.

"Of course not," Tess said. "Don had been working for the guy. He'd taken a package of money from him. What was Don supposed to tell the police?"

"I have no idea," I admitted. "That's what happens when you get on the wrong side of the law."

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Title:	They Did It In Canada
Author:	Ron Reaburn
Publisher:	Vancouver Community College
Available:	King Edward Campus, V.C.C. Bookstore 1155 East Broadway, Vancouver BC, V5T 1Y8
Price:	$13.95
ISBN:	0-921218-10-9
Level:	independent
Reviewer:	Helen Thomas

They Did It In Canada

Students and instructors are always looking for Canadian reading materials. *They Did It In Canada* was designed for English as a Second Language students to introduce them to famous Canadians from the 1800's to now. Adult literacy students also enjoy reading about these men and women whose areas of expertise include: business (T.E. Eaton), art (Emily Carr), sports (Wayne Gretzky) and science (Alexander Graham Bell). The author is a freelance writer who is currently teaching at Vancouver Community College.

Students chose to read individual stories for a variety of reasons.

"I picked the one about Anne Murray because I met her in a drug store in Nova Scotia once. She's a nice lady, and it's a good story about her."

"I never heard of Glen Gould so I did it. It was good."

Sometimes adult learners may already know a great deal about the person. Other times a story may provide a new subject for research or pleasure reading.

Each story has its own exercises including prereading, comprehension, vocabulary, structure, sentence writing and some discussion questions. Some of the questions were difficult or challenging for the students. These involved such skills as sentence combining and changing sentences from active to passive. Few of the students were discouraged by this. Some comments were: "the exercises are different than in other books", "the words and questions are just about right" and "I learned about things we haven't really studied, like passive."

The print is easy to read. Questions are nicely displayed on the page, but there is not always enough space for the student's answer. The stories are set up in three columns with little white space which make these pages appear cluttered. However, the stories are interesting and well written.

I recommend this workbook as a change of pace and particularly because of its Canadian content. Students appear to enjoy and benefit from its use.

PRE-READING EXERCISE

1) Emily Carr was famous as a painter. She also had another talent. Before you read the story, try to guess which it was.
   - ☐ a) writing
   - ☐ b) music
   - ☐ c) teaching

2) During her lifetime, people did not always understand Emily Carr's work and laughed at it. Now she is famous. Do you know of any other artist who became famous only after his/her death?

_____

_____

Emily's real name was not Klee Wyck. That was the name the Indian people of British Columbia gave her because she was always laughing. Her Indian name means "the laughing one."

Emily Carr was born in Victoria, B.C. on December 13, 1871. Her father, who was a wholesale grocer, was a very **strict** man who believed that a father should be the boss of his family. Emily did not **get on** with her father. Her mother died when she was 12 years old. Then, Emily often went off into the woods by herself to get away from the rest of the family.

[3] She was the baby of the family, and she gave herself the name "Small". At one time, she badly wanted to have a dog, but her father said no. She decided to draw a dog. She said, "This is fun! I would like to draw a lot of things." At school, when she was supposed to be studying, she would often draw pictures at her desk. One day, her teacher shouted, "If I **catch** you drawing again, I will send you home! Pay attention!"

[4] Because she enjoyed art so much, her father permitted her to have a little studio in the barn, where she used to give painting lessons to other children in the neighbourhood. As she grew older, she was not **satisfied** with life in Victoria. She believed that there must be someone who could teach her new ways of seeing and painting. She said, "I need to see deeper into the spirit of what I am painting."

[5] She travelled to London, San Francisco and Paris in order to study art. In Paris, her teacher said, "You will be one of the great women painters of our day."

[6] However, back in Canada, people did not like her **style** of painting. Her father was so upset by her art that he refused to let anyone in the house **discuss** painting. It

Title:	Adult Basic Education Fundamental Level: Mathematics II
Author:	Leslie Tenta
Publisher:	Province of British Columbia. Ministry of Skills, Training and Labour
Available:	Provincial Curriculum Publications Marketing Dept. Open Learning Agency, 4355 Mathissi Place Burnaby, BC V5G 4S8.1-800-663-1653 fax (604)431-3381
Price:	$40 for complete set (may change with new printing)
ISBN:	0-7718-9383-3 (complete set)
Reviewer:	Iris Strong

ABE Fundamental Level: Mathematics II

Mathematics II consists of six components which can be purchased separately or in a complete set.

- Module One: Whole Numbers (VA0133)
- Module Two:
  Workbook 1 Decimal Fractions (VA0169)
  Workbook 2 Common Fractions (VA0170)
  Workbook 3 Percentage (VA0171)
- Module Three: Metric Measurement, Getting Started with Geometry, Reading Graphs (VA0135)
- Tests and Answer Keys (VA0136)

This workbook series was welcome news to students and instructors of Basic and Fundamental Level Mathematics. For many students who had been accustomed to other workbooks, receiving one with such excellent pictures and diagrams accompanying the explanations was a treat! Students who have sound reading skills say that the explanations are good; less able readers sometimes report that they need an interpreter. Regardless of reading ability, those who already have some "math sense" have excellent results.

Although some students still report that no math workbook ever allows them enough space to do all the work, this one offers considerably more than many. Pages are uncluttered, and there is suitable use of white space. Some learners do find that there are not enough practice exercises for certain skills.

The use of estimation by rounding is stressed in all units dealing with whole numbers and fractions. This is an excellent focus in helping to make the use of math practical and relevant in everyday life. Problem solving procedures are excellent in detail, and the problems themselves are current, appropriate and Canadian.

The glossary at the end of each module is a feature that students enjoy. This gives them an opportunity to ensure that they have correct understanding of many of the new terms they are learning.

The main complaints about this math series reported by students were that answers were sometimes incorrect and difficult to find in the answer keys, and that Module Two was too large and had a binding did not seem to hold. Most of these problems have since been addressed and Module Two has recently been reprinted in three separate workbooks as indicated at the beginning of this review.

Fundamental Level Mathematics II is a series with excellent features and one well-worth using.

Subtracting Mixed Numbers from Whole Numbers

This is the start of the tricky part! You already have all the skills to do this, but the process is new.

Let's look at some apples.
You have 3 whole apples and you want to give your son 1 apple and your daughter half an apple. How will you do this?

Of course, you will cut one apple in half.

Now you have $2\frac{2}{2}$ apples! And you can easily give away $1\frac{1}{2}$ of them. Cross out $1\frac{1}{2}$ apples in the drawing. How much is left?

Here is the arithmetic for what you just did.

$$\begin{array}{rl} 3 & = 2\frac{2}{2} \\ -\,1\frac{1}{2} & = 1\frac{1}{2} \\ \hline & 1\frac{1}{2} \end{array}$$

Title:	Grassroots: The Writer's Workbook
Author:	Susan Fawcett and Alvin Sandberg
Publisher:	Houghton Mifflin Company, 1994
Available:	Houghton Mifflin, The Madison Centre, 4950 Yonge St., North York, ON, M2N 6K1, (416) 250-7200
Price:	$24.57 (US)
ISBN:	0-395-66108-0
Level:	instructor
Reviewer:	Katie Molloy

Grassroots

Grassroots is a writing process and grammar resource book designed for students who have not yet mastered basic writing skills. It can be used in a classroom, self-paced setting or teaching lab. It is broken up into 8 units subdivided into chapters which are further divided into parts. The Table of Contents of *Grassroots* is well laid out allowing quick access to information. Also available, although not reviewed here are *Instructor's Annotated Edition* and *Grassroots with Readings.*

The first unit introduces the student to the writing process. Four pre-writing techniques are explored and through a series of exercises the student is given a chance to practice each. Ideas on developing the paragraph, editing and writing the final draft are also included in unit 1. Five writing topics are assigned at the end of each unit.

The remainder of the text focuses on elements of basic grammar. Unit 2 covers subjects, verbs and sentence fragments. All you need to know about verb tenses is included in Unit 3. Unit 4, "Joining Ideas Together", deals with coordination, subordination, avoiding run-ons and comma splices, conjunctive adverbs, relative pronouns and –ing modifiers. Unit 5 explains nouns, pronouns, adjectives, adverbs and prepositions. Unit 6 covers consistency and parallelism. The mechanics of the language are covered in Unit 7, and suggestions for improving spelling are given in Unit 8.

What I like most about *Grassroots* is the inclusion of paragraphs and essays, on high interest topics, for proofreading. Other excellent features include clear step-by-step explanations, boxed examples of concepts and coloured chapter highlights which are of great benefit to students. As each chapter is a self-contained lesson, a student can be assigned work in appropriate areas. Likewise, chapters can be taught in any sequence that fits a course design. There is an excellent Index and a new Quotation Bank offering 75 interesting quotations to spark discussion and writing.

Students feel comfortable throughout this text as each chapter follows a similar format. Once they are familiar with the Table of Contents and the Index, they use them liberally during the editing process of their own writing. The spiral binding ensures this much handled text does not fall apart.

This publication is American and there are some references to local place names. However, much work has been done to provide an ethnic and gender balance. I believe all ABE Upper Fundamental students would find this an excellent grammar text.

Sample Page

PART B Punctuating Subordinating Conjunctions

As you may have noticed in the preceding exercises, some sentences with subordinating conjunctions use a comma while others do not. Here is how it's done.

(1) Because it rained very hard, we had to leave early.

(2) We had to leave early because it rained very hard.

- Sentence (1) has a comma because the dependent idea comes before the independent idea.

Because it rained very hard , we had to leave early.

↓ ↓

Dependent idea , *independent idea.*

- Sentence (2) has no comma because the dependent idea follows the independent idea.

We had to leave early because it rained very hard.

↓ ↓

Independent idea *dependent idea.*

Use a comma after a dependent idea; do not use a comma before a dependent idea.

Practice 1

If a sentence is punctuated correctly, write *C* in the blank. If not, punctuate it correctly by adding a comma.

1. Whenever Americans get hungry they want to eat quickly. _____
2. When McDonald's opened in 1954 it started a trend that has continued. _____
3. Whether you are talking about hamburgers or pizza fast food is big business—more than $60 billion a year. _____

Title:	Book Discussion Clubs for Adult New Readers
Author:	Nancy Oakley **Publisher:** New Readers Press
Available:	Laubach Literacy of Canada, P.O. Box 6548, Station "A" St. John, NB E2L 4R9. or in BC Artel Educational Resources Ltd. 1-800-665-9255
Price:	$4
Title:	The Book Circle for Adult New Readers
Author:	Marina Tobin
Available:	free from Adult Literacy Contact Centre, 622 – 510 West Hastings St.,Vancouver, BC V68 1L8, 1-800-663-1293
Reviewer:	Helen Thomas

Book Discussion Clubs for Adult New Readers and *The Book Circle for Adult New Readers* are two approaches to a similar concept. Both encourage adult new readers to broaden their learning through reading and discussion.

Book Discussion Clubs describes how Project LEARN in Cleveland, Ohio organizes its book discussion clubs. This group runs many such clubs and developed a pattern which sounds very effective. The students in their groups are at a grade four or five level. They meet on a monthly basis in a library. This small book includes suggestions for books to read, choosing books, discussion questions, establishing a comfortable nonjudgmental atmosphere and acquiring and circulating books. As this group is affiliated with Laubach Literacy, many of the suggestions are for books published by New Readers Press. For these discussion clubs the books are normally read ahead of time and this discussion are about personal reactions to the story. This "requires a format that will elicit participation from all members of the group, free the students from the fear of being wrong about something, and foster comfort with differences of opinion." The information is clearly presented and inspiring.

The Book Circle for Adult New Readers was a cost-shared project funded by the Ministry of Advanced Education, Training and Technology and the National Literacy Secretariat and sponsored by the Prince George Public Library and the College of New Caledonia. This manual is the result of a one year pilot project with two weekly book circles. One circle was held at the college library and the other at the public library. There was a morning and an evening group; each session was two hours long.

Many types of activities were part of this program: silent reading, shared oral reading by participants, the leader reading to the students, writing, spelling, grammar and discussion. The students read parts of their local newspapers, the Westcoast Reader, short stories and novels including *The Red Pony* by Steinbeck and *The Lilies of the Field* by W.E. Barrett. Discussion involved topics from the books and articles, but were not limited to these. Students shared their own writing, put together a recipe book and created a scrapbook of the year's work. The eclectic approach of this manual appealed to me and provided many interesting ideas.

I recommend these books for anyone interested in starting such a program or in incorporating some of these ideas into their own tutoring or teaching.

Sample Page

1. Book Discussion: What It Is, What It Isn't

Before we deal with the mechanics of how to organize a club, when and where to meet, how to select materials, pitfalls to avoid, all the nitty-gritty of "how to," it would probably be helpful to clarify what will happen during a discussion and how this differs from a reading lesson or reading class. The atmosphere that the discussion leader creates is critical to the success of the enterprise.

The role of the leader

It's extremely important that the discussion leader be viewed rather like a yard master in a railroad yard—someone to get things running, to help prevent collisions, and to keep things on track, or to get them back on track if they get derailed. The discussion leader is *not* there as a teacher.

Discussion format

Meaningful discussion requires a format that will elicit participation from all the members of the group, free the students from the fear of being wrong about something, and foster comfort with differences of opinion. The discussion must focus not on the *facts* of the story, but instead on how the readers *felt* about the story, the people in it, the choices they had to make, and the ways in which they worked through the problems that confronted them. And, since the focus is on feelings and reactions and not on facts, there will be no right or wrong answers. The leader will, in fact, not ask any specific questions about

…vn reactions to the
…ıctions.

…discussion of *Last*
…ng on the Under-

…Mr. Fairfield found
…at Becky sent from

… when Gregory and
…-y's old owner, and
…ıg him get Gregory

Student 2: My best part was when Gregory was on the boat to Canada and had to hide from the U.S. marshals, and the captain took a little part out of the engine, so the marshals had to take a lifeboat, and then the captain got the ship going again.

Leader: I didn't like it when Mr. Rombey made Gregory give him the money that Gregory had earned by doing extra work. Gregory was saving that money to buy his freedom.

Student 1: I didn't like the part where Gregory went off to help John Brown at Harper's Ferry. I knew he would be caught and put in slavery again.

Student 2: I didn't like it when Gregory got shot and locked up in jail, and then they sold him to a new master. That was when Gregory really regretted that he had not run away with Becky when he had the chance.

Title:	Just Ask: A Handbook for instructors of students being treated for mental disorders
Author:	Howard Davidson
Publisher:	Detselig Enterprised Ltd.
Available:	Temeron Books Inc. 210, 1220 Kensington Rd. NW Calgary, AB, T2N 3P5 (401) 283-0900
Price:	$12.95
ISBN:	1-55059-05808
Level:	instructor
Reviewer:	Jan Sawyer

Just Ask

a handbook for instructors of students being treated for mental disorders

Just Ask is a worthwhile book for instructors, tutor trainers, and tutors working with students being treated for mental disorders. The idea for this book was initiated by two students who approached the author requesting that he write a book for instructors working with students "like them."

This book is well organized and is designed to be used as a resource, not to be read from cover to cover. As the author suggests in his introduction, once an instructor has identified an area of concern, this handbook can be referred to for information to help the reader reach a better understanding of a specific mental disorder. Strategies are also offered to assist tutors and instructors when they are working with students with mental disorders. The table of contents is clear and detailed so it is easy to find the subject the instructor/tutor is looking for.

All three instructors who field tested this book recommended it. They agreed that the descriptions of the seven mental disorders covered and the medications used and their effects were clear. Davidson also discusses how behaviours by students can be caused by mental disorders and/or side effects of their medication. Then he indicates how these behaviours can affect the learning environment. This is followed by effective common-sense ways of dealing with the behaviours and problems.

Another aspect the reviewing instructors liked was the open, provocative discussion in the book. Rather than advocating a particular treatment, for example, the author provides discussion by students, instructors and doctors who offer a variety of viewpoints.

The author also addresses the issue of matching literacy tutors with students with mental disorders. One field tester stated, "I think it is important that we confront these questions, in order to appreciate and understand the conflicts and crises that may accompany the tutoring experience."

I particularly appreciate the layout of the book. It is clearly organized with boxes where graphs, case studies and lists are placed to make the information more accessible. The author successfully stays away from jargon, and since the book is Canadian, both Canadian and American trade names of medication are given. Finally, the word list, glossary, list of printed materials and films, and the extensive bibliography that is provided at the end, complements this highly recommended resource.

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Chapter Five
PROBLEMS AND STRATEGIES FOR STUDENTS

THIS chapter describes seventeen problems identified by students, literacy coordinators, and literacy instructors that arise when students are being treated for mental disorders. These problems, also listed in Box 23, are presented in alphabetical order. Following each discussion of a difficulty are strategies for minimizing them. The stategies were recommended by students, teachers, and mental health workers. It has not been possible to include every concern raised by students and literacy workers, but the most frequently occurring ones are included.

Box 23

Problems Described in Chapter Five

Problem	Page
Attendance	97
Attention	99
Blurred and Double Vision	102
Changing Courses	103
Comprehension	107
Delusions	109
Drowsiness and Fatigue	111
Hallucinations	113
Holidays	115
Hygiene	117
Mental Regression	118
Problem Solving and Organization	121
Realistic Goals	126
Responsiveness	130
Stigma and Stereotyping	133
Tardive Dyskinesia	135
Tremors	136

Title:	Plain Language Clear and Simple
Publisher:	Multiculturalism and Citizenship Canada, 1991
Available:	Canada Communication Group – Publishing, Ottawa, ON, K1A 0S9 or Associated Bookstores
Price:	$6.95
ISBN:	0-660-14185-X
Level:	instructor
Reviewer:	Laurie Gould

Plain Language Clear and Simple

This excellent little guide on plain language writing is the result of a National Literacy Secretariat project to show governments and all institutions that serve the public how to present information in a clear and simple manner. In the words of Gerry Weiner, "Plain language writing is a cornerstone of effective service. It involves putting the client needs first: telling people what they need or want to know, using language that is easily understood, and organizing information in a clear and logical way."

Plain Language: Clear and Simple was designed for use by public servants but it is useful for anyone who is interested in plain language writing. It is available in print, braille and on audio cassette. The guide begins by explaining what plain language writing is and that it:

- reaches people who cannot read well
- helps all readers understand information
- avoids misunderstandings and errors
- saves time, because it gets the job done well the first time."

Chapter two, "Before You Start Writing" emphasizes the importance of focusing on the needs of the reader and explains how to design writing to fit the audience. What a revolutionary idea for government publications!

The next three chapters explain how to organize ideas effectively, write the way you speak, construct paragraphs and sentences that are easy to read and choose vocabulary that is familiar. Examples illustrate plain language alternatives. "**Instead of:** You will receive reactivation and assistance consistent with your requirements. **Use:** You will get the amount of help you need."

The chapter, "Appearances are Very Important" has advice on how to layout, organize and illustrate information in ways to make it attractive and straightforward. Chapter 7 explains how and why to get feedback on your writing. "Only your readers can tell you if your writing is useful, relevant and readable."

The remainder of the guide includes a summary of the key concepts and lists of useful references and resources.

Plain Language Clear and Simple is a useful and readable guide because it follows its own advice. It has helped me with writing plain language materials and I have used it as a resource in plain language workshops with health care workers, housing co-ops, elementary and secondary school teachers, and dental hygiene students. I recommend it to anyone seeking information on this topic.

6. Appearances are Very Important

The way you present information on the page is just as important as the words and sentences you use to present that information. A well-written document is harder to read if it is poorly laid-out. A good format helps highlight important information, links related sections and separates others. How your document looks can make the difference between your message being understood or lost.

Spacing

Pages of long paragraphs without lists or summaries appear harder to read than they need to.

- Keep your paragraphs short, generally no more than four or five sentences.
- Leave space between paragraphs.
- Divide your document into sections of related information.
- Don't print on every inch of space on your page. For example, if you are using a column format, use only two columns for your text on a three-column page. Part of the extra white space can be used to draw attention to important information in boxes or boldface type.
- Be generous with margin space.

Title & ISBN:	Expressions: Stories and Poems	0-8092-3993-0
	Viewpoints: Nonfiction Selections	0-8092-3993-0
	Teacher's Guide	0-809203991-4
Editor:	Cathy Niemet	
Publisher:	Contemporary Books, 1992	
Available:	Fitzhenry & Whiteside, 195 Allstate Parkway, Markham ON, L3R 4T8, 1-800-387-9776, fax (905) 477-9179	
Price:	$14.95 each and for teacher's guide (discounts for multiple copies)	
Level:	independent	
Reviewers:	Lorraine Fox and Laurie Gould	

Viewpoints

Viewpoints and *Expressions* are two components of Contemporary's Whole Language series. These books were created especially for adult readers and include relevant, high-interest readings that introduce the learner to the work of some famous and some little known authors, including Chief Black Hawk, Christy Brown, Maya Angelou, Langston Hughes, Jose Yglesias, John Updike and Shirley Jackson.

The nonfiction selections in *Viewpoints* are organized in timely themes such as family relationships, humour, personal freedom, employment and war. The teacher's guide contains a step-by-step lesson plan and activities for every theme. The selections are readable and interesting. In addition we learn of some historical figures and their lives.

Expressions is a collection of short stories and poems that welcome the learner to the world of fine literature.

". . . meet some entertaining and unusual people: a minor-league ballplayer waiting for a break into the majors, ex-lovers meeting by chance, and a man who spends his day giving people tickets for their bad behavior. . . . read about men acting like boys, boys trying to be men, and two women trying to understand each other's language and culture."

Expressions

Viewpoints and *Expressions* were used in a number of literacy classes. Some students found some of the selections challenging. They worked best with students in higher level fundamental classes. The selections have not been adapted, and consequently some of the vocabulary is fairly demanding. Readings range from about a grade 4 level to a grade 7 level and so it is possible to choose selections that are appropriate to different reading levels.

Learners found the typeface easy to read and instructors liked the thematic approach. The short introductions before each selection provided the learner with background information that was helpful in understanding the reading material and as a starting point for writing exercises. The "Reflect" and "Write" sections at the end of passages encouraged interesting discussion and written work as learners tried to relate the readings to their own lives and circumstances.

Students commented that they would like material of this nature from Canadian authors, but overall found the work of these famous authors both interesting and fun to read. *Viewpoints Volume 2* was not field tested but is also now available.

John Updike has written novels, short stories, poems, and essays. In 1982, he won the Pulitzer Prize for his novel Rabbit Is Rich, *and in 1991, he won his second Pulitzer for* Rabbit at Rest.

Have you ever wondered about the people who lived in your home before you? The speaker of this poem moves into a home and finds items left behind by the people who used to live there. To the speaker, these items are clues to a mystery: what were the previous tenants like? As you read, ask yourself, What makes the speaker write them a note?

Note to the Previous Tenants

John Updike

Thank you for leaving the bar of soap,
the roll of paper towels,
the sponge mop, the bucket.

I tried to scrub the white floor clean,
discovered it impossible,
and realized you had tried too.

Often, no doubt. The long hair in the sink
was a clue to what? Were you
boys or girls or what?

How often did you dance on the floor?
The place was broom clean. Your lives
were a great wind that has swept by.

From *Tossing and Turning* by John Updike. Reprinted by permission of Alfred A. Knopf Inc.

Title:	Bringing Up Our Children
Author:	Alexander, Harris, Hughs, Jefferson, McRary, Williams
Publisher:	Knoxville New-Sentinel and Curriculum Associates, 1990
Available:	Curriculum Associates Inc., 1-800-225-0248 5 Esquire Rd.,PO Box 2001, N. Billerica, MA 01862 0901
Price:	1 – 4 copies $8.95 (US) 5 or more copies $5.95 (US)
ISBN:	1-55915-416-0
Level:	functional
Reviewer:	Lorraine Fox

Bringing Up Our Children

Bringing Up Our Children contains a selection of articles that were originally published in the Knoxville News-Sentinel Knoxville, Tennessee. This book brings to parents and children the opportunity to have discussions around many topics affecting families in these times:

A family literacy group will find this book to be a useful resource that provides the value of an ice-breaker on sensitive topics, which traditionally have been encountered by parents and children.

These comments come from a parent who has used the book. "This book is dedicated to parents. It shows us the stages of child behaviour and gives much advice about how to treat children. Also it shows us what the world looks like from a child's point of view. The book tells us about how they think, what their problems are, and what they expect from us."

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Working with other adults 40
Television decisions 46
The two-job tightrope 53
The "blended" family 57

I have found this book to be one of the most helpful publications used in our family literacy group, but I often change name and places to make the stories relevant for my First Nation adults. The only objections to the book would be the lack of Canadian content and omission of any reference to gay and lesbian parenting.

The "For More Help" sidebar included on many pages gives information on other relevant publications. Sometimes included with it, a section called "Read Aloud" suggests book titles to encourage reading and lessons parents wish their children to learn. "Things to Try" gives simple suggestions that can be made more personal for individual families.

In conclusion, another student's quote. "I like this book because it contains a lot of information and good examples of how to treat our children."

Sample Page

Chapter 9

Children and their friends

Seventeen-year-old Debbie's face, hair, and figure made others take notice.

Few, if any, at her high school could compare to her beauty.

Yet, even this lovely young lady had problems.

She was depressed. She felt unsure of herself. She was lonely.

Sometimes she made herself feel better by being cruel to others who weren't as pretty as she was. She would tease them about their clothes or laugh because they were not popular.

Acting this way did not really make her feel any better, but some of her friends egged her on. Then she felt worse and worse about herself.

Debbie ended up being treated by a doctor for her depression.

All teenagers are affected by other people their age. Sometimes the influence is good. Other times — when they are pressured to act badly or to experiment with drugs or sex — the influence is bad.

As children get older, friends become very important. It is natural that they start spending more time with their friends.

Some parents think when teenagers spend so much time with their friends, they no longer need or care about their families. That is not true. Teenagers probably need their parents even more then. That way they can explore their world and still return to the safety of their homes.

Often teens try to belong to a group by fixing their hair certain ways or wearing different clothes. Sometimes they will even talk differently to fit in with their

Title:	Helen Keller
Author:	Stewart and Polly Anne Graff
Publisher:	Dell Publishing, 1991
Available:	at your local bookstore In Vancouver at Kidsbooks (604) 738-5335, fax 738-5362
Price:	$4.50
ISBN:	0-440-40439-8
Level:	basic / functional
Reviewer:	Iris Strong

Helen Keller

★★ Crusader for the Blind and Deaf ★★

All students interviewed really enjoyed this timeless historical biography. Having some previous knowledge of Helen Keller – perhaps through seeing the movie, The Miracle Worker – gives them a framework for reading this Dell Young Yearling publication, *Helen Keller: Crusader for the Deaf and Blind.* Favourable comments pertain to the large clear print and ample white space, simple yet effective black and white illustrations and easy to read text. The fifty-eight pages are divided into ten chapters, each with a precise and motivating title: "Darkness", " The Stranger", "W-a-t-e-r", "Discoveries", "I Can Speak", "A New Career", "War", "Around the World" and "Peace". Even new readers are keen to read it from cover to cover. Several have read it more than once; some have taken it home to share with their families.

This book is excellent as a catalyst for class discussion on various subjects: disabilities, crusading for better conditions for people with impairments, parenting, education, and personal characteristics such as patience, strength and attitude toward life. Comparisons between then and now can be made with regard to many of these topics also. When asked to identify with main characters, some learners were quick to recognize that they lacked Helen's determination or Annie's patience. One student said, "What I find so astonishing is Annie's persistence and dedication over the fifty years of working with Helen, despite the two world wars and other setbacks in life." One lady was especially moved by the story; her son is going blind and is experiencing some of the same limitations that Helen did. Many students commented that reading the story and then thinking about their lives, made them realize how lucky they are. One said, "I like this book from the bottom of my heart because it . . . taught me to be strong when hardship comes." Another put it this way: "The main message of the book is that you must get on with your life no matter what problems you have. That's a good message for people who are learning to read and write."

★★★★ GOLDEN OLDIE ★★★★

Sample Page

Helen enjoyed the adventures with Annie. But she did not know that the stranger was her teacher. She was very unhappy when Annie tried to make her obey.

Annie did not believe that Helen's parents were right to let Helen always do exactly as she pleased. At mealtimes Helen walked around the table. She dipped her fingers into everyone's plates and gobbled whatever she wanted.

Annie made Helen sit in her own chair and eat from her own plate. Helen was furious. When Annie gave
threw it on the floor a
They spent a whole afte
Annie insisted that Hele

Mrs. Keller was ups
have Helen punished," s

Annie was firm. "W
know we love her," she
not let her think she is
is blind and deaf. She m
children."

Helen's bad temper
locked Annie in her roo

Title:	Spellex Word Finder
Author:	Moore, Talbot, Woodruff
Publisher:	Curriculum Associates, 1988, 1975
Available:	Curriculum Associates Inc. 1-800-225-0248 5 Esquire Rd., PO Box 2001, N. Billerica MA 01862 0901
Price:	1– 4 copies $5.99 (US) each, 5 or more copies $2.99 (US)
ISBN:	0-89187-133-0
Level:	all levels
Reviewer:	Joyce Vowles

Spellex

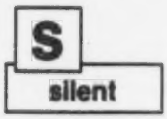
The *Spellex Word Finder* is a handy reference book for writers at any level. New writers will appreciate its clean, uncluttered layout, while more experienced writers can use it as a fast and easy spelling check. The book's authors suggest students use *Spellex* as a tool for proofreading their manuscripts.

Spellex boasts more than 3,000 alphabetically arranged root words in its 125 pages, with several lined pages to add the student's own words. Entries include various forms of these root words and abbreviations where appropriate.

The large print and clear typeface make using *Spellex* quick and easy. Its convenient size makes it easy to carry and its tall, narrow shape makes it difficult to lose in the bottom of a bookbag.

Unfortunately *Spellex* is an American publication and, as such, uses American spellings. Inexperienced writers may also be confused by homonyms as there are no references to usage or meaning.

These shortcomings aside, *Spellex* can be useful in equipping students to be more independent, confident writers.



silent silence, silenced, silencing, silencer, silently

silk silks, silky, silken

silly sillier, silliest, silliness

silver silvers, silvered, silvering, silvery

similar similarity, similarities, simile

simple simpler, simplest, simply, simplicity, simplify, simplifies, simplified, simplifying

since

sincere sincerely, sincerity, sincerest

sing sings, sang, sung, singing, singer

single singly, singular

sink sinks, sank, sunk, sinking, sinker, sunken

sir sirs

sister sisters, sister's

sit sits, sat, sitting, sitter

The Bulletin's Board

The Literacy Materials Committee received funding for 1994-1995 from the National Literacy Secretariat and the Ministry of Skills, Training and Labour, BC. Listed below are some of the other materials that have been produced recently in projects funded by cost-shared grants and information on how to aquire them.

Adult Literacy Cost-Shared Fund Materials

• *Learning to Learn: Impacts of the Adult Basic Education Experience on the Lives of Participants* by Patty Bossort, Bruce Cottingham and Leslie Gardner reports a qualitative research study initiated by the Adult Basic Education Association of British Columbia and conducted through interviews with 45 former ABE students and 15 ABE instructors in BC. Available free from Adult Literacy Contact Centre

• *The 1994 Summer Literacy Institute Final Report* by Mary Thompson Boyd documents the process of organizing the first Summer Literacy Institute in BC including needs assessment, strategy and results, Institue design, summary of sessions, evaluation results, recommendations. Available for $15 from Literacy BC.

• *Literacy and Consumerism – An Inquiry* describes how students and instructors in two fundamental ABE programs identified problem areas for adults with low literacy and numeracy skills in grocery stores and produced *Let's Go Shopping,* a handbook designed for low literacy adults to use when shopping. Contact Lorrie Lane 489-2751, PO Box 8500 East Kootenay Community College, Cranbrook BC V1C 5L7

• *Memories*– a collection of stories and poems by women 19-89 from different backgrounds and cultures who came together at Kiwassa Neighborhood House and shared their stories with Vancouver Community College instructors Vicky Hallett and Ingrid Kolsteren. Available free from Adult Literacy Contact Centre

• *Ensuring Equal Access: A Regional Literacy Development Plan for Northwest British Columbia* by Melissa Munn. Available free from Houston Link to Learning, Box 1277 Houston BC, VOJ1ZO, (604) 845-2727 fax 845-3521.

Circulating Materials Mailing List Permanent Collection

The materials reviewed in the 11 issues of the *Literacy Materials Bulletin* are available on loan from *Literacy B.C.* Suite 1122, 510 West Hastings Street, Vancouver, BC V6B 1L8, Tel. (604)687-5077 or fax (604) 687-5076.

A permanent set of materials from all eleven *Bulletins* is available for viewing at the *Adult Literacy Contact Centre*, Suite 622, 510 West Hastings Street, Vancouver, B.C. V6B 1L8, Tel. 684-0624 in the Lower Mainland, 1-800-663-1293 toll free in BC or fax 684-8520.

To be added to the *Literacy Materials Bulletin* mailing list or to order back copies of *Bulletins 1 – 10*, please contact the Adult Literacy Contact Centre.

LITERACY MATERIALS RECOMMENDATION FORM

Title _____

Author _____ **Publisher** _____

Level (please circle) ***Basic (0-3)** ****Functional (4-6)** *****Independent (7-9)**

Why do you recommend this title: _____

_____

_____

_____

_____

Please attach copy of one page and table of contents

Recommended by: _____

_____

_____

LITERACY MATERIALS REQUEST FORM

What kind of material(s) would you like the Literacy Materials Committee to seek out, field test and review. Please include information about the content, level and format (book, video, software, etc.) you require: _____

_____

_____

_____

_____

Requested by: _____

_____

_____

Send completed forms to:

Laurie Gould
Basic Education Department
Vancouver Community College (KEC)
1155 East Broadway
Vancouver, B.C. V5T 1Y8

THE LITERACY MATERIALS

BULLETIN

12

Fall1995

• instructors • tutors • learners • administrators • coordinators • librarians • resource centres • learning centres •

In January 1989 Gwen Armstrong, of what was then called the B.C. Ministry of Advanced Education and Job Training, brought together a group of people from across British Columbia who were interested in sharing information about materials for adult literacy learners. From that gathering emerged the Literacy Materials Committee. A year later, with funding from the Ministry and the Secretary of State, the committee published its first *Literacy Materials Bulletin*. I was fortunate to be part of that original group and at the next meeting Lorraine Fox from the Native Tutoring Centre joined us. After this, our twelfth *Bulletin,* Lorraine and I will be stepping down from the committee. Over the past six years Lorraine has spent innumerable hours field testing materials, writing reviews and participating in meetings. We have all benefited from her wise and thoughtful perspective. Serving on the Literacy Materials Committee has been a delightful and challenging experience for me. I have learned a great deal from the dedicated, talented people with whom I have worked over the years. I have made friends I will keep forever.

We are pleased Helen Thomas has agreed to take over as chair of the Literacy Materials Committee and as publisher of the *Bulletin*. We also welcome Lorrie Lane, our first member from East Kootenay Community College. We would like to encourage others in B.C. who work with adult learners at the Fundamental Level and who have a burning interest in literacy materials to think about joining the committee. Just send a short note to the address on the back page of this *Bulletin* and when a seat on the committee becomes vacant you may be contacted. The committee wants to involve people from as many different literacy organizations as possible in order to have a broad representation. A special thanks from all of us to those readers who have taken the time to offer their suggestions, support and encouragement this year and in the past.

In each *Bulletin* we endeavour to review a wide variety of literacy materials. This issue contains writing, spelling, math, science, history and general reading materials. We hope this assortment includes something of interest to you and your students.

Laurie Gould

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Title:	Unscrambling Spelling
Author:	Cynthia Klein and Robin R. Millar
Publisher:	Hodder & Stoughton, 1990
Available:	Canbook Distribution Services 1220 Nicholson Road, Newmarket ON, L3Y 7V1, (905) 713-3852, 1-800-399-6858 fax 1-800-363-2665
Price:	$49.95
ISBN:	0-340-51234-2
Reviewer:	Helen Thomas

Unscrambling Spelling

Unscrambling Spelling is full of ideas for teaching spelling and helping students understand more about learning strategies and spelling. It even includes 17 reproducible masters that can be used with students.

This book suggests adults must see a reason for improving their spelling, believe they can improve their spelling, analyze their errors and past spelling history, determine their learning style, discover the strategies that work for them and practice using, "The Look, Cover, Write, Check Method." The authors also feel it is essential that the students' spelling lists come from their writing and that they are using the words in further writing. It is a philosophy that "empowers students to understand the nature of spelling errors."

Discussing ways to remember how to spell words is part of the approach followed in Unscrambling Spelling. One of the most useful chapters for me was *Talking About Spelling*. This chapter explores the myths of spelling. Being able to question our attitudes and mind sets is an important first step for learning. Many useful ways of encouraging students to think of themselves as learners are in *Learning Styles and Preferences*. Many practical ideas for learning how to spell words correctly are in *Specific Strategies*.

Some of the resource sheets are beyond the Fundamental Level, but could be adapted for other students. Another instructor found that the dictation on page 27 was too difficult for Fundamental Level students. However, she liked the idea of analyzing errors to see what can be done to improve them and pointed out that there is an alternative source given for other dictations at different levels. There is also an excellent bibliography and suggestions throughout the book for where to turn for more information.

Unscrambling Spelling is a logical and worthwhile way to teach spelling. I recommend this excellent book to classroom teachers, tutor coordinators and tutors.

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Sample Page

Finding the Rule

1 What rule can you make about adding suffixes (endings) to words from the following examples?

drop	dropped	dropping	dropper	
hug	hugged	hugging		
stop	stopped	stopping	stopper	
put		putting		
win		winning	winner	
stir	stirred	stirring		stirrup
hid	hidden			
red	redden		redder	reddest
sun	sunny			
mum	mummy			

2 What rule can you make about adding the suffix '-ing' to words from the following examples?

bake	baking	BUT	**see**	seeing
have	having		**flee**	fleeing
paste	pasting		**agree**	agreeing
bite	biting			
choose	choosing			
explode	exploding			
whistle	whistling			
trouble	troubling			
illuminate	illuminating			
recognise	recognising			

3 What rule can you make from the following examples?

all	always	**full**	hopeful
	also		careful
	almost		helpful
	altogether		grateful
	already		wonderful
	(Note: all right)		

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Title:	Threshold: Cambridge Pre-GED Program in Science
Author:	Donna Stelluto
Publisher:	Cambridge Adult Education, 1992
Available:	Prentice Hall, 1870 Birchmount Rd., Scarborough ON, M1P 2J7, 1-800-567-3800 fax 1-800-563-9196
Price:	$10.36
ISBN:	0-13-116419-8
Level:	independent
Reviewer:	Katie Molloy

Threshold
Cambridge Pre–Ged Program in Science

Although the Threshold Cambridge Pre-GED Program in Science is a science text book, I am recommending it for use as a comprehension text in the Fundamental Level English program because it emphasizes reading comprehension skills and is written at a 6.0 – 8.0 reading level.

This text is divided into four units covering the main areas of comprehension: general reading comprehension skills, inference, application of information, and analysis and evaluation of what was read. Unit 1 has six chapters covering prereading skills, structural analysis, finding details and main idea, patterns of organization and reading tables and graphs. There are two chapters in Unit 2 dealing with inferences and implied main Idea. Unit 3 has one chapter on applying information about categories, applying information from passages, and applying information from graphics. The final unit has chapters on relevant and irrelevant information, facts and opinions, and conclusions and supporting information.

Students can learn good sound study habits through the lay-out of this text. It provides simply stated overviews for each unit highlighting the objectives. The step by step "How To" sections and the "Try This" practice sections are distinctly marked and strategically placed throughout the text promoting active participation in an organized and systematic way. The "Answers and Explanations" section at the end is cross-referenced and very useful.

This text can be used across the curriculum. For example, *Chapter 6: Reading Tables and Graphs* offers excellent supplementary information for Fundamental Level math students.

Although it is written at the Fundamental reading level, I would not recommend this book for a self paced setting. Much of the information would be new for many students and may need clarification.

For many years I have been looking for a comprehension resource with scientific content to better prepare students continuing on to the Intermediate level. I strongly recommend Threshold Cambridge Pre-GED Program in Science as I believe it will give these students a very good grounding in the comprehension skills needed to succeed, not only in science, but across the curriculum.

Lesson 18

Sample Page

Reading Circle Graphs

Circle graphs are named for their shape. They are also called pie charts. The circle represents the whole of something, that is, 100%. The parts of the circle represent the parts, or percentages, of the whole.

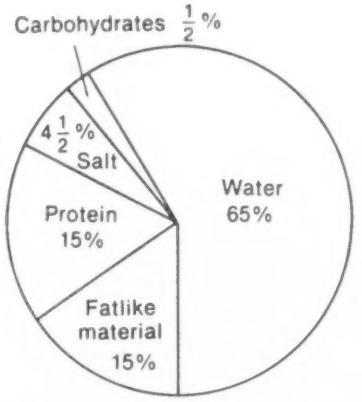
Scientists use circle graphs when they want to show what portion of a whole thing one part is. When reading a circle graph, you can easily make comparisons between the parts. There are three steps in reading a circle graph.

How to Read a Circle Graph

STEP 1: **Read the title.**
STEP 2: **Read the labels on the parts of the circle graph.**
STEP 3: **Read the circle graph to find details.**

The following example applies these three steps to this circle graph.

WHAT A TYPICAL CELL IN THE HUMAN BODY IS MADE OF



STEP 1: Read the title.

The title of a circle graph lets you know what the circle represents. The title is *What a Typical Cell in the Human Body Is Made Of.* This tells you that the circle represents a cell in the human body.

STEP 2: Read the labels on the parts of the circle graph.

The purpose of this step is to give you a quick overview of the circle graph. It is divided into five parts. The five parts represent the five substances that make up most cells in the human body. When you add the percentages of all five parts, they total 100%.

STEP 3: Read the circle graph to find details.

There are many details on the graph. For example, the largest

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Title:	Breakthrough to Math
Publisher:	New Readers Press, 1978
Available:	Artel Educational Resources Ltd. 5528 Kingsway, Burnaby BC, V5H 2G2, 1-800-665-9255, fax 435-1955 or Laubach Literacy of Canada, 70 Crown St. Suite 225 St. John NB. E2L 2X6, (506) 634-1980, fax (506) 634-0944
Price:	$7.25 for each book, $8.25 for Teacher's Guides
Level:	basic/functional
Reviewer:	Joyce Vowles

★★ Breakthrough To Math ★★

Level 1: Basic Skills with Whole Numbers
- Bk. 1 Understanding Numbers (810)
- Bk. 2 Adding Whole Numbers (811)
- Bk. 3 Subtracting Whole Numbers (812)
- Bk. 4 Multiplying Whole Numbers (813)
- Bk. 5 Dividing Whole Numbers (814)
- Bk. 6 Word Problems with Whole.... (815)
- Workbook for Level 1 (808)
- Teacher's Guide for Level One (807)

Level 2: Fractions, Decimals and Percents
- Bk. 1 Understanding and Comparing Fractions (820)
- Bk. 2 Adding and Subtracting Fractions (821)
- Bk. 3 Multiplying &Dividing Fractions (822)
- Bk. 4 Decimal Fractions (823)
- Bk. 5 Percents (824)
- Bk. 6 Word Problems and Fractions, Decimals and Percents (825)
- Workbook for Level 2 (829)
- Teacher's Guide for Level Two (827)

The Breakthrough to Math series includes *Level 3: Algebra* and *Level 4: Geometry*. Both are written at about a grade 5 level but include concepts that are beyond the Fundamental Level. Supplementary materials for each level are also available, including a Placement Inventory, Mastery Checkup, Student Profile Sheets and Teacher's Directory. These materials were not field tested for this review.

In Breakthrough to Math the rationale for learning each concept is explained in simple, accessible form. Adults are shown using math skills in real life situations, such as modifying a recipe or cutting boards. Instructions and explanations are written in clear, conversational language, accessible to even a beginning reader. Important vocabulary words are bolded to stand out and use as a matter of course. There are a number of examples to show the steps involved in an operation, plus clearly laid out exercises with plenty of space for figuring and for clarity. Each section exercise includes 7 to 8 questions. Solutions are provided on coloured paper at the end of each section, and include the steps involved in solving the problems, rather than simply the answers.

The post-test at the end of the book includes a key which instructs students to review particular pages related to questions missed. Extra practice is provided in the *Workbooks* for each level.

Breakthrough to Math is perhaps best used as an introduction to a concept or in remedial work. Students reported that the explanations and exercises were very useful in clearing up problems when they had tried most everything else.

★★★★ GOLDEN OLDIE ★★★★

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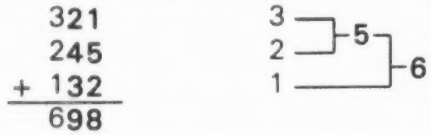
8. Adding more than two 3- and 4-place numbers

Sometimes you need to add more than two 3-place numbers.
Suppose you need to add 321 and 245 and 132.
Keep the places in columns.
First, add the ones, two numbers at a time.

Then add the tens, two numbers at a time.

Then add the hundreds, two numbers at a time.



So, 321 + 245 + 132 = 698

Title:	Midnight Reading Series
Publisher:	Educational Developmental Laboratories, Inc., 1990
Available:	Artel Educational Resources Ltd., 5528 Kingsway, Burnaby BC V5H 2G2, 1-800-665-9255, fax 435-1955
Price:	$6.00 ea. $37.75 for reproducible comprehension sheets
Order No.	319486 to 319498
Level:	basic/functional
Reviewer:	Laurie Gould

Midnight Reading Series

Here is a set of high interest, original fiction stories to add to your collection. The Midnight Reading Series consists of 12 small books written especially for adults and high school students with reading levels between 1.5 - 4.5. The series contains three books in each of four categories: *Sports Mystery, Detective, Adventure, Thriller*. The books are all about 46 pages long but the stories vary in length to accomodate different reading levels; *AA books* contain three stories, *BA books* contain two longer stories and *CA books* contain one complete novelette.

The books can be purchased individually or in complete library sets that contain 5 or 10 copies of each title. Also available is a set of reproducible comprehension sheets for the entire series. The comprehension sheets were not field tested for this review.

The bookcovers have intriguing real life photographs which, as these comments attest, attract attention and entice students to read.

"It looked interesting and it was."

"The man on the cover looked like Stallone."

"I chose this book because the cover caught my eye."

Unlike some 'easy readers', the writing in these stories is quite natural and fluid; the dialogues sound real. Students find the stories relevant and interesting.

"I liked this book from start to finish. It had lots of action. It caught my attention right at the start and kept me thinking."

"It goes to show what some people will do to get what they want. I think this book is real life. It goes on all the time. Bribes."

Negative comments from students were infrequent and fairly innocuous.

"Not long enough."

"Slow at the beginning and then got more interesting."

"Some of the words got me but I spelled them out and got them."

The Midnight Readers have been in our classroom book box for a year now. Because a few of the books have characters who are just out of high school, and the stories are all set in the U.S., I thought my adult students might be put off. However, none of these issues proved to be problematic and the more popular titles listed below are getting quite dog-eared: *Head of the Family , Volunteer Bullet, Exit for Two, On the Run, Dear Long Lost Monica*. I think your students will enjoy these stories.

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Sample Page

Some had trouble with the police. Others had trouble with drugs. Her son had stayed clean—she thought. He had a job. He was working at Harry Hides' Shirt Shop.

"Is he a salesman?" I asked.

He wasn't a salesman. I had not thought so. Dropouts don't get jobs like that very often. His job was to keep the store clean. The other thing he had to do was get more shirts from the back room when they were needed. He liked the job. And he had told his mother that it was easy.

Bill had been on the job for two weeks before the trouble started. Then he came home with a new shirt. His mother had asked him about it. He would not tell how he got the shirt. But he did tell his mother not to worry about it. A week went by. Then he came home with another new shirt. Again, he told his mother not to worry. But she could see he was not happy about the shirt. That was why she had come to see me.

"Do you think the people at the store gave him the shirts?" I asked Mrs. Pipes.

"I know they didn't give him the shirts," she said. "And you know it, too. People don't give away shirts to someone who just started working for them."

A GAME FOR CASH

BY

GLEN HARLAN

looked ill. "Mr. Cash," she said, "I our help."

ybe I can help," I said. "Sit down nd tell me your story."

I watched as she moved across the room. In a way, I was afraid I could not help. People buy my help. And Mrs. Pipes didn't look as if she had any money to use for a private eye. "Go on," I said. "I'll stop you if I think you forgot something."

She didn't have a long story to tell. It was about her son Bill. He had been out of school for two years. Most of that time, he had been on the streets with other dropouts.

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Title:	In This Country . . . Personal Stories About Northern B.C.
Editor:	Bill Graham
Publisher:	B.C. Ministry of Skills, Training and Labour and the National Literacy Secretariat, 1994
Available:	Bill Graham, College of New Caledonia, Box 5000, Burns Lake, B.C. V0J 1E0 (604) 692-1700
Price:	free as long as quantities last
ISBN:	1-895665-06-X
Level:	functional/independent
Reviewer:	Lorraine Fox

In This Country . . . Personal Stories About Northern B.C.

In This Country is a collection of personal stories written by learners who are enrolled in adult education programs in northern British Columbia. The writers are attending programs from the literacy level to Grade 12 equivalency and must be congratulated for agreeing to be involved in this project. The stories were compiled and edited by Bill Graham, an instructor at the College of New Caledonia, Burns Lake.

The stories offer a wide range of experiences and very personal glimpses into the lives of these courageous northern people. A student reader remarked, "I like this book because it has short stories and the authors are adults who are in a literacy education school. It has their own stories and experience in life, at the end it tells us about them which I really like because we got to know a little about them."

The stories are grouped by theme into seven chapters: *Northern Childhood, Transitions, Parents & Children, Northern Humour, Lifestyles, The Bush, Winter.* Within each chapter stories with linked ideas are grouped together so they can be used for discussions in a classroom setting.

The stories offer an excellent starting point for the first time writer and are very useful in helping learners over the writing hurdle. Students are motivated to write their own stories when they read these attractively presented tales. "This is quite interesting to see just the same people as us writing little stories. Being from the northern part of BC this was good because reading some of these stories reminds me of when I was a little girl and older where I am from. This also gives me some ideas to write my own stories which I know a few to tell about. This is a good way to make us more interested in what we write in our classrooms. This is something I would like to try."

Familiar place names, events and customs of the north can be used as teaching aides and supplements to existing curriculum. "The stories teach how the people live in Northern BC. All people have something to talk about in their life." "I enjoyed the true vivid details with a combination of happy and sad."

The title of the book comes from the way persons living in this area often begin conversations with the phrase, "In this country. . ." Their ideas, interests and concerns reflect a very different life than that of their southern cousins. The reader is reminded that we live in a country of diverse customs, religions and cultural groups and we are fortunate to live in Canada where this is possible.

Sample Page

The bush

Happy Times

By Michael Johnny

When I was about four or five years old, I lived in a village called Blue River, near the Yukon border in B.C. It was a very small village of about 50 people. This was the home of our Indian reservation, called Kaska Dena. I visited the village every summer because it was the home of my grandparents.

One nice, bright, sunny day in the summer, my grandma and grandpa took me for a leisurely walk to the green forests behind our reservation. We walked on the dirt road looking for berries to pick. My grandma had a large pail and grandpa had his big rifle in case we saw a deer, moose, or rabbit to hunt. Everywhere we looked on the sides of the road we saw lots of blackberries. Grandma wanted blackberries to make jam and we needed soapberries to make Indian ice cream. I helped them gather berries, but I didn't put the berries in the pail. All I did was put them in my mouth. That's what all kids do. When I got bored with picking berries, I sauntered down the road to look at the wild flowers and the insects flitting about. That's when I saw butterflies all over the small bushes in the centre of the dirt road. I ran and stared at them. I caught one of the purple butterflies. It was in my hands. I ran to show it to my grandparents. I yelled at them, "Grandpa, Grandma, look!" They looked. I put my hand right in their faces and opened it. As I did so, the butterfly flew away.

My grandparents smiled at me and said, "It's good to let the butterfly go free." I was so happy, I ran to get another one. This was a happy memory I will never forget.

Michael Johnny likes drawing, painting, horseback riding, fishing, and skiing. He wrote Happy Times while attending an adult education program at the Nechako Learning Centre in Vanderhoof. He is single and hopes to work with his band in the future.

Title:	The Steck-Vaughn Comprehension Skills Series, 1992
Authors:	Linda Ward Beech, Tara McCarthy, Donna Townsend
Publisher:	Steck-Vaughn.
Available:	Canbook Distribution Services 1220 Nicholson Road, Newmarket ON, L3Y 7V1, (905) 713-3852, 1-800-399-6858 fax 1-800-363-2665
Price:	$245
ISBN:	0-8114-78726
Level:	basic/functional
Reviewer:	Katie Molloy

Steck-Vaughn Comprehension Skills Series

The Steck-Vaughn Comprehension Skills Series helps students become better readers. There are thirty booklets in all. Each booklet contains high-interest reading selections that cover a wide range of subjects from science, social studies, history, sports and the arts. This variety holds the interest of adult readers. The reading selections are short and contain a strictly controlled vocabulary.

Each of the six key comprehension skills *Facts, Main Idea, Sequence, Context, Conclusion* and *Inference* are developed in five booklets, levels B through F, accommodating students working at second through a sixth-grade reading level. Instructors who field tested the booklets generally used them in individualized settings but one instructor used some of the titles in the series as part of class directed lessons and remarked that, "The one on *Inference* was very successful."

Each booklet follows a similar format beginning with an *Introduction* which provides a visual clue helping students focus on the skill being covered. *Sample Questions* come next acquainting students with the type of exercises in the book. Many helpful hints as well as simple directions are provided in the *How To Use This Book* section. For students requiring more of a challenge, there is a section with many good suggestions. The main body of the booklets, Units 1 through 25, consist of short fiction and non-fiction reading selections followed by easy-to-follow comprehension exercises. The *Check Yourself* section provides the student with a perforated, easy to use answer key. This section allows students to evaluate their own work. Students can build critical-thinking skills through a variety of different activities found in the *Think and Apply* sections.

There is little Canadian content within the series; however, the material is appealing to adult learners and is free of bias. Because each skill is covered in isolation, students requiring extra help with a specific skill will find lots of practice within the focused exercises. I have found this series to be an invaluable addition to the classroom. I recommend it as a supplement to any comprehension course at the Fundamental Level.

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UNIT 19

Sample Page

1. Frank studied his son. He wondered what he could say to convince the boy not to take the job. Frank knew the job seemed wonderful to a boy in high school. How could he explain to his son that it was more important to wait one more year?

2. Clare ran her finger down the first column on the page. "No, no, no," she repeated over and over. Suddenly her finger stopped on one of the little boxes. "Two rooms with a large kitchen," she read. Then she circled the box of print with her pen.

3. David sat with his hands clenching the armrests. The woman in the aisle said, "Please fasten your seat belts." David fumbled with the belt. The woman then made sure all the seats were in an upright position. She finished just as the engines began to roar on either side of David.

4. The woman happily bounced her grandson on her lap. The baby looked puzzled at first, and then he began to smile. "You had that same little smile when you were his age," the woman said to the man. "I thought I never smiled at that age," the boy's father replied.

Score

_____ **1.** From this you can tell that the son probably

- A. needs a job very badly
- B. has one more year to go to finish high school
- C. has been looking for a job for a long time
- D. doesn't make good grades in high school

_____ **2.** You know from the story that Clare is

- A. looking in the newspaper for an apartment
- B. studying the outside of an old building
- C. reading a story in the newspaper

Title:	It Takes Two To Talk: A Parent's Guide to Helping Children Communicate
Author:	Ayala Manolson
Publisher:	The Hanen Centre, 1992
Available:	Douglas College Bookstore P.O. Box 2503, New Westminster, BC, V2L 5B2, (604) 527-5012 fax (604) 527-5213 or The Hanen Centre, 252 Bloor Street West, Rm. 390 Toronto, ON M5S 1V5, (416) 921-1073 fax (416) 921-1225
Price:	$25
ISBN:	0-921145-02-0
Level:	independent
Reviewer:	Iris Strong

It Takes Two To Talk

It Takes Two To Talk is NOT a book which will appeal to every adult literacy student; it *is* one that mothers of young children seem to LOVE! This book presents an approach to overcoming many of the barriers to good communication with children such as their limited ability to communicate, negative emotions, perceived lack of power, and skepticism about the benefits of communicating. It is based on the Hanen Approach, the essence of which is to encourage communication through indirect action by going around the child's resistance. The book focuses on caring connections that are summed up in the *3a Way:*

allow the child to lead

adapt to "share the moment"

add language and experience

It Takes Two To Talk uses the *3a Way* in a variety of settings, featuring games, music, books and art, and parents are always encouraged to remember *OWL: O*bserve, *W*ait and *L*isten. In order to keep track of a child's progress in communicating, there is a detailed developmental checklist at the back of the book.

This eye-catching publication has an attractive turquoise cover with an appealing sketch of mother and child engaging in happy communication. Locating information is made easy by the table of contents which clearly labels each of the eight chapter topics, and by the index at the end, which describes each chapter in detail. There are excellent graphics and cartoons throughout, which illustrate and enhance the lively, practical suggestions. White space and variety of print size and type are used effectively and make for comfortable reading and quick reference to ideas.

Because this book proved so popular with the young parents in my classroom, it was difficult for me to get a turn using it in order to write the review. Some learners, who had never read a book before, were found enthusiastically reading in every spare moment. People who had hardly spoken to each other before, suddenly had a reason to engage in animated conversation about this book and their children. Student comments include: "This book has some great ideas!" "I Wish I had read this when my kids were younger." "Every parent should read this book!" "I love it!" "May I have it after you?"

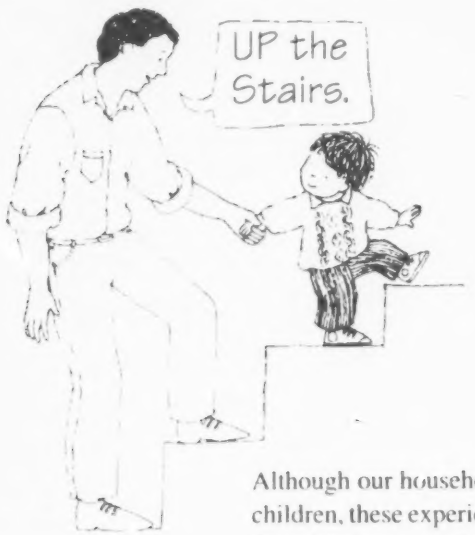
Sample Page

When To Add Language and Experience

1. In the give and take of daily routines — we can add information

We share a lot of moments with our children during the ordinary routines of daily living.

When we're with our children and we describe what is happening, we give them the words they need to understand and, later, to use language. Daily activities provide a prime time for learning because our children can hear the same words repeated over and over again in these familiar situations:



- going up and down stairs
- waking up
- getting the diaper changed
- going to the bathroom
- brushing teeth
- combing hair
- getting dressed
- mealtime and snack time
- putting on hats and coats to go out
- picking up toys
- having a bath
- getting ready for bed

Although our household chores may take longer to do when we involve our children, these experiences enrich their opportunities to understand and learn. Our children love being with us, and they can learn so much when:

- setting the table
- preparing a meal
- baking a cake, pie, muffins
- unloading the dryer
- buying groceries
- putting away groceries
- opening mail
- shovelling snow
- raking leaves
- washing the car
- washing dishes
- making beds
- getting into the car (seatbelts, car seat)
- locking and unlocking the door
- turning lights on and off

Title:	The Wordless Book
Publisher:	National Literacy Secretariat and the Employment Group of Human Resources Development Canada, 1994
Available:	National Literacy Secretariat Human Resources Develop, 25 Eddy Street, Hull, Que. K1A 1K5, (819) 953-5280, fax (819) 953-8076
Price:	free
ISBN:	0-662060256-0
Order No:	MP43-310/1994
Level:	all
Reviewer:	Jan Sawyer

The Wordless Book

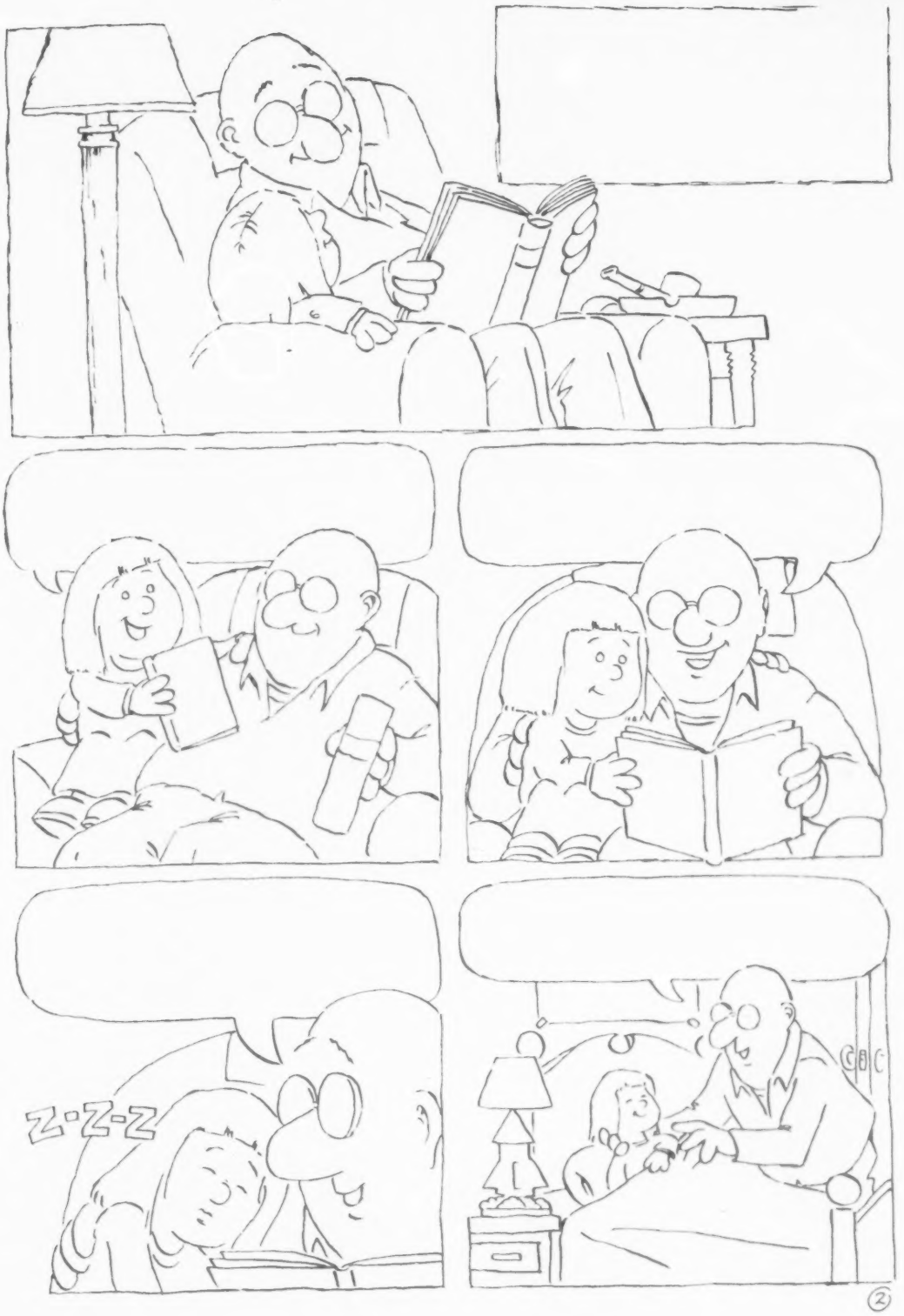
Although this paperback book contains only 24 pages, is large in size (10 x 14 inches) and has no words, The Wordless Book was a favourite of all those who field tested it. There are a variety of story lines presented in this book varying from drawings of a grandfather and a child sharing a book to pictures depicting a science fiction theme. Each of the nineteen 'stories' has a sequence of different graphics going from left to right, like a comic strip. Within each of these panels there is a blank word or thought bubble to be filled in by the student.

This book was initially prepared by the National Literacy Secretariat to be used in tutoring settings. However, we primarily field tested it in classroom settings with excellent results. In one class the finished stories were posted and students were surprised at how varied the stories were. This led to further discussions dealing with content and people's perceptions of situations. In another classroom, students were given a choice of three stories. After selecting a story, they added the dialogue, thoughts or narration in the appropriate balloons. Then students wrote one or two paragraphs based on the dialogue they had initially written, incorporating quotation marks in their writings. The final step in this assignment was to develop their own story using dialogue, character description and narration. During the year-end course evaluation, these exercises were cited by many students as their favourite assignments of the term.

This big book was also used as a tool to help students begin the writing process. The graphics were used to elicit discussion from the students. From this dialogue endless mini lessons on sentence structure, spelling and vocabulary development materialized.

The Wordless Book is highly versatile, can be used at any skill level and lends itself to one-on-one situations as well as classroom settings. The scenes in the book are adult based, and because of the vast array of themes, every students is bound to find topics of interest. Perhaps the final word should be given to one reviewer who stated, "I love it. I would like to re-name it *The Wonderful Wordless Book*."

Sample Page



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original page is 25.5 x 36 cm. (10" x 14")

Title:	Skeleton in the Cupboard
Author:	Iris Howden
Publisher:	The Basic Skills Agency (formerly ALBSU)
Available:	Avanti Books, 8 Parsons Green, Boulton Rd., Stevenage England SG1 4QG, Tel. 011 44 1438 350155 Fax 011 44 1438 741131
Price:	1.60 pounds sterling
ISBN:	1-870741-27-7
Level:	basic
Reviewer:	Joyce Vowles

Skeleton in the Cupboard

It is always a challenge to find High Interest, Low Vocabulary books suitable for an adult reader. However The Basic Skills Agency has made the search a little easier. Skeleton in the Cupboard is a very basic book, set out in clear, simple language, suitable for beginning readers.

As the title would suggest, Skeleton in the Cupboard is a suspense story. It is written from the perspective of a woman who discovers some things belonging to her husband's first wife which lead her to investigate the circumstances surrounding their breakup.

Each page includes a colour photograph and one or two sentences relating to it. The photographs are of real people acting out the story depicted in the text. The print is large and easy to read, as is the text. The photographs provide good contextual clues if a student is having difficulty with some of the vocabulary.

Students in the Literacy Programme first read Skeleton in the Cupboard as an introduction to books. One man had never handled a book before and this text provided many opportunities to talk about text. We learned about lines that end with periods and those that don't. We learned about context and plot by connecting the pictures to the text. We learned book handling skills by looking for specific features. Because the story is short, it could be reviewed frequently without fatigue.

The students re-read Skeleton in the Cupboard a few weeks before the end of term, and were amazed that it was the same book. They were very proud of their ability to read it fluently or near fluently, and were able to see just how far they had come.

Sample Page

Bill never talked about his first wife.

Series:	STEP into Reading
Titles:	see below
Publisher:	Random House, 1988
Available:	at your local bookstore In Vancouver at Kidsbooks (604) 738-5335, fax 738-5362
Price:	$4.50
Level:	basic / functional
Reviewer:	Helen Thomas

STEP into Reading

Step 3 Books:

- Little Sure Shot: The Story of Annie Oakley by Stephanie Spinner
- Tut's Mummy: Lost and Found by Judy Donnelly

Step 4 Books:

- Baseball's Best: Five True Stories by Andrew Gutelle
- Pompeii: Buried Alive! by Edith Kunhardt
- Trojan Horse: How the Greeks Won the War by Emily Little
- True Life Treasure Hunts by Judy Donnelly

Adult learners who have an interest in history, adventure and sports can find material in this series that is interesting and informative. The illustrations and covers are intriguing and attractive. In Baseball's Best, Little Sure Shot and Tut's Mummy there are black and white photographs of the people involved and in Tut's Mummy some photographs of the treasure. The series was designed for children and only some of the titles are appropriate for adults. The titles we field tested and found to be successful with our adult students are listed above. There is "A Note to Parents" on the first page of all books but this can be removed easily.

The STEP into Reading books are written at four steps that approximate grade levels. Instructors and learners found that some of the vocabulary and names were hard to pronounce or too difficult for readers. However, some of these words are broken up into syllables and spelled phonetically in a pronunciation guide at the back of the book and one student commented that this was a "strong asset."

Students were interested in the exciting subject matter, length of the books and the attractive covers. Teachers found these books provide some of the historical background information that so many of our students do not have. One instructor commented, "Pompeii sparked discussions about culture, religion, history and volcanoes, as well as further reading and information gathering about volcanoes." Another instructor liked Little Sure Shot because of ". . . the female heroes and historical figures." Student comments about the books included:
"I learned something new about history."
"I liked the stories about baseball."
"A variety of interesting topics . . . . gives the reader the strength to go on reading."

This series is a wonderful source of books for independent reading and reading with tutors.

From *The Trojan Horse* by Emily Little
Illustrations.© 1988 Michael Eagle

Sample Page

The Greeks are gone!

Soon the great double gate is opened. Soon the people of Troy come crowding out.

The war is over!

The Trojan people walk all the way down to the Greek camp. They want to see the empty huts. They want to see the deserted stable.

The Trojans cannot believe their eyes. There stands a giant wooden horse! What can it be? Why did the Greeks leave it in their camp?

Title:	Sarah, Plain and Tall
Author:	Patricia MacLachlan
Publisher:	HarperCollins
	Copyright ©1985 by Patricia MacLachlan
Available:	your local bookstore
Price:	$5.25
ISBN:	0-06-440205-3
Level:	functional
Reviewer:	Laurie Gould

Sarah, Plain and Tall

"Did Mama sing every day?" Caleb asks his sister Anna. "Every-single-day," Anna answers. "Papa sang, too." But their mother had died many years before and no one sings in their prairie home any longer. One day Papa places an advertisement for a wife in the newspaper and Sarah Wheaton of Maine responds. "Ask her if she sings," says Anna.

Letters go back and forth until Sarah decides to come to the farm for a month. "I will come by train. I will wear a yellow bonnet. I am plain and tall. Tell them I sing." And so begins this gentle, touching story of how these four learn to trust and love one another.

Sarah, Plain and Tall was the 1987 winner of the Newberry medal for the most distinguished contribution to American literature for children. It is a delightful story that your adult students will love. The language is simple, yet poetic. "This writer makes you want to keep reading. Her rich vocabulary brings you into the prairie," commented one student.

Some students decided to read Sarah, Plain and Tall after viewing the television movie of the same name. One wrote,

"The moral of this story is not to dwell on the past and to make the most of the future. Sarah committed herself to making a loving, happy family. I like this story because it had romance, suspense and the story was good. I found this book easy to read and the movie was close to the book. I think anyone who likes a good book or a good movie will like this story."

Another student enjoyed the story so much that she suggested we buy a copy of the sequel, Skylark for our class library.

Sample Page

3

Sarah came in the spring. She came through green grass fields that bloomed with Indian paintbrush, red and orange, and blue-eyed grass.

Papa got up early for the long day's trip to the train and back. He brushed his hair so slick and shiny that Caleb laughed. He wore a clean blue shirt, and a belt instead of suspenders.

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The Bulletin's Board

In response to readers' requests we have compiled a list of some publishers and distributors of adult literacy materials to contact for catalogues or ordering materials.

Avanti Books, 8 Parsons Green, Boulton Road, Stevenage, England SG1 4QG phone 01144 1438 350155 fax 01144 1438 741131 distributors for The Basic Skills Agency (formerly ALBSU)

Artel Educational Resources Ltd. 5528 Kingsway, Burnaby BC, V5H 2G2, 435-4949 1-800-665-9255 fax (604) 435-1955 distributers for •Laubach Literacy •Heinemann Guided Readers •Educational Design Inc.•EDL •High Noon

Canada Communication Group Publishing Ottawa ON, K1A 0S9, 1-800-561-4334 fax (819) 994-1498 distributors for many government publications

Copp, Clark Longman Ltd. 2775 Matheson Blvd. East, Mississauga, ON, L4W 4P7 (905) 238-6074 1-800-263-4374 fax (905) 238-6075

Curriculum Associates 5 Esquire Rd. PO Box 2001, N. Billerica, MA, 01862-0901 1-800-225-0248 fax (508) 667-5706

fitzhenry & Whiteside 195 Allstate Parkway, Markham, ON, L3R 4T8 (905) 477-9700 1-800-399-6858 fax (905) 477-9179 distributors for •Contemporary •Jamestown •Lake Education

Laubach Literacy of Canada, 70 Crown St. Suite 225, St. John NB, E2L 2X6, (506) 634-1980, fax (506) 634-0944 distributers for •New Readers Press •People'sPublishing

Learning Disabilities Association of Canada 323 Chapel St., Suite 200 Ottawa ON K1N 7Z2 (613) 238-5721 fax (613) 235-5391

Pippin Publishing 481 University Ave., Toronto ON, M56 2E9 (416) 598-1866 1-800-525-5428 fax (416) 598-1565 distributors for •Cambridge University Press •East End Literacy •Hodder & Stoughton •Steck-Vaughn •University of Michigan Press. Place orders with Canbook Distribution 1220 Nicholson Rd. Newmarket ON, L3Y 7V1, (905) 713-3852 1-800-399-6858 fax 1-800-363-2665

Nelson Canada 1120 Birchmount Rd. Scarborough ON, M1K 5G4 (416) 752-9200 1-800-268-2222 fax (416) 752-8101 distributors for •Heinle & Heinle •Newbury House •South-Western •St. Martin's

Oxford University Press 70 Wynford Dr., Don Mills ON, M3C 1J9 1-800-387-8020

Prentice Hall /Ginn 1870 Birchmount Rd. Scarborough ON, M1P 2J7 1-800-850-5813 To place orders 1-800-567-3800 fax 1-800-263-7733 distributors for •Cambridge Adult Education •Fearon, Janus, Quercus •Globe

Provincial Curriculum Publication Marketing Dept. Open Learning Agency, 4355 Mathissi Place Burnaby, BC V5G 4S8 1-800-663-1653 fax (604) 431-3381

Circulating Materials Mailing List Permanent Collection

The Literacy Materials Bulletin is distributed free to the literacy community of British Columbia and for a yearly fee of $10 to out-of-province subscribers. Materials reviewed in the *Bulletin* are available on loan for one month. Please contact *Literacy B.C.* Suite 622 – 510 West Hastings Street, Vancouver, BC V6B 1L8, Tel. (604)684-0624 1-800-663-1293 toll free in BC or fax 684-8520 if you would like:

- to be added to the *Literacy Materials Bulletin* mailing list
- to order back copies of *Bulletins 1 – 11*
- to drop-in and see the *Literacy Materials Bulletin* permanent collection
- to borrow any of the the materials reviewed in Bulletins 1-12

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LITERACY MATERIALS RECOMMENDATION FORM

Title _____

Author _____ **Publisher** _____

Level (please circle) ***Basic (0-3)** ****Functional (4-6)** *****Independent (7-9)**

Why do you recommend this title: _____

_____

_____

_____

_____

Please attach copy of one page and table of contents

Recommended by: _____

_____

_____

LITERACY MATERIALS REQUEST FORM

What kind of material(s) would you like the Literacy Materials Committee to seek out, field test and review. Please include information about the content, level and format (book, video, software, etc.) you require: _____

_____

_____

_____

_____

Requested by: _____

_____

_____

Send completed forms to:

Literacy Materials Committee
c/o Literacy B.C.
622 – 510 West Hastings Street
Vancouver, B.C. V6B 1L8

The Literacy Materials Bulletin received funding for 1994-1995 from the National Literacy Secretariat and the Ministry of Skills, Training and Labour, BC.

THE LITERACY MATERIALS

BULLETIN

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Spring 1996

• instructors • tutors • learners • administrators • coordinators • librarians • resource centres • learning centres •

Is the *Literacy Materials Bulletin* reviewing the type of material that readers want? How do you make use of the *Bulletin*? Do you have any suggestions for improving the *Bulletin*? In this issue, the Committee asks its readers to let them know what they are doing right and wrong. There is a postcard to allow you to make any corrections to your mailing label or the number of copies you want, while giving us feedback that can let us serve our readers better and provide information for our funders. Please return your cards by the end of April.

For 1996-1997 the National Literacy Secretariat and Ministry of Skills, Training and Labour, B.C. are once again our major funders. The Canadian Give the Gift of Literacy Foundation is paying for the keyboarding and printing.

The Literacy Materials Committee welcomes two new members in this issue. Jan Weiten is an instructor at Vancouver Community College's King Edward Campus. Evelyn Battell is an instructor at Malaspina University College in Duncan and a producer of literacy materials.

This will be the first *Literacy Materials Bulletin* without a review contributed by Laurie Gould. Laurie did a wonderful job of chairing the Committee and publishing the last six issues of the *Bulletin*. She has inspired us with her cheerful efficiency and her ability to fill many roles: accomplished instructor, producer of literacy materials and a major contributor to many literacy projects including the brochures for the Association of B.C. Book Publishers. Laurie's hard work and experience will be missed by the Literacy Materials Committee Members and *Bulletin* readers.

The Committee is assisting Literacy B.C. and the National Literacy Secretariat in a new project. This electronic communications project should streamline communications between Committee members and with other literacy organizations. This experience may lead us to advertise the *Literacy Materials Bulletin* and get feedback from our readers through the Internet and E-Mail.

Helen Thomas

The Literacy Materials Committee

Evelyn Battell
Malaspina University College, 537-5701

Lorrie Lane
East Kootenay Community College, 489-2751

Katie Molloy
College of New Caledonia 991-7522

Jan Sawyer
Okanagan University College, 832-2126

Iris Strong
Malaspina University College, 755-8741

Helen Thomas
Victoria READ Society 388-7225

Joyce Vowles
School District #40 (New Westminster), 527-8200

Jan Welten
Vancouver Community College, 871-7380

RESOURCE MEMBERS

Brenda Giles
Vancouver Community College, 871-7366

Linda Mitchell
Literacy B.C.
684-0624

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Title:	How to Get the Job You Want/Relax and Enjoy Your Life
Author:	Carol Thompson
Publisher:	Saara Publications
Available:	Saara Publications, 2252 Dogwood Lane, Atlanta, GA, USA 30345
Price:	$7.95US plus $1.50 for first book and $.75 for each additional book at Book Rate and $3.00 per book Air Mail. Orders must be prepaid by cheque or money order in US$.
ISBN:	0-9627448-5-9/0-9627448-4-0
Level:	functional
Reviewer:	Iris Strong

How to Get the Job You Want

How to Get the Job You Want is an excellent starting place when beginning a career search. This handy guide begins by emphasizing the importance of knowing your strengths, skills, and interests, and feeling good about who you are. It advocates talking to people who have a particular job and hearing what they like and dislike about the job, as well as where they got their training. Volunteering is suggested as a way to gain valuable experience. In resume-writing, the importance of neatness, accuracy and stressing the positive are emphasized. In the actual job-search, the rules are: be prepared, and do not get discouraged; go directly to companies, ask friends and family, answer newspaper ads, go to employment agencies, ask teachers and counselors, and KEEP AT IT! Both in the job application, and in the interview, selling yourself by keeping positive is stressed.

The layout of this manual is good: the white space, bold headings, large type and clear writing make it easy to follow. Unfortunately, it is not Canadian so references to "Social Security Number" or "state" need correcting for our learners.

All in all, I endorse the book. I applaud the underlying philosophy of focusing on the positive, and the necessity for continued learning in order to find success. One student said, "I highly recommend this book for anybody that needs words of encouragement and inspiration." Another said, "I think young people can read this book and it will change their attitudes."

Relax and Enjoy Your Life

All reports on this attractive little manual are excellent! The eleven short chapters offer valuable information for identifying stress and making healthy personal choices for stress reduction. Included are the importance of exercise, good nutrition, knowing how to play, knowing how to relax, and creating time for oneself by planning ahead. Each chapter can be a valuable springboard to class discussion of personal experiences.

This book is easy to read. It makes ample use of white space and has good sized print. Headings are catchy, bold, and often in the form of a question, while points are made and helpful hints are given in brief phrase lists for easy reference. Delightful graphics enhance the text, and several of the chapters end in a charming affirmative poem which students enjoy.

Three relaxation exercises are explained in detail, and all students report benefits. "This book is magnificent and I would love to have one at home for if things go bad or I need to relax." "This book is good for you because it relaxes you, and it is a healthy book. It is a happy book too!"

From *How to Get the Job You Want* by Carol Thompson
Reproduced by kind permission of Saara Publications

6

Take A Picture of Your Life

Many employers want you to have a resume. What is a resume? It is a picture of your life on a piece of paper. It tells the employer:

- what you can do
- what you have done
- what you know
- what kind of job you want

A resume will not get you a job. What it will do is:

- let you sort out all your SKILLS.
- let you have a piece of paper to give to employers when they ask for it.
- make you look more professional.
- helps you get an interview with the employer.

Title:	Oxford Bookworms, Black Series Stages 1-6
Publisher:	Oxford University Press
Available:	Oxford University Press, 70 Wynford Drive, Don Mills, ON, M3C 1J9 Phone: 1-800-387-3820
Price:	$6.95 each
Level:	basic/functional/independent
Reviewer:	Jan Weiten

Oxford Bookworms

Oxford Bookworms consists of both original stories and adaptations. There are six stages of reading levels which range from basic (Stage 1) through to very challenging (Stage 6). Many, but not all, of the titles are available on cassettes.

The Oxford Bookworms Series has excellent black and white illustrations. The quality of the writing is high in all levels of the series. Each book includes a short glossary, comprehension questions, and language exercises. The activities encourage learners to write imaginative compositions and dialogues. The type is fairly small, but the books have high-interest subject matter that motivates readers to keep on reading to find out "what happens next." Another quality of the books that students appreciate is that they look and feel like "real" books. Though there are exercises at the back of each one, the book itself does not look like a textbook.

This review focuses on several titles which learners have enjoyed. The first of these, The Elephant Man (Stage 1), recounts the story of John Merrick, a man who is born in nineteenth century England with gross physical deformities. This book conveys the abstract concepts of prejudice and loneliness, even though the language it uses is simple. One student went to the library to research John Merrick's life and disease. Other students commented: "It made me realize not to feel sorry for myself." "They treated him bad because he looked ugly. He wasn't ugly inside but they were."

Another true story that learners enjoy is Grace Darling (Stage 2). It is refreshing to have a nonfiction book where the central personality is a heroic woman, and the thrilling plot keeps readers interested. "Her mother said Grace was 'only a girl' but she was a hero too." "She was afraid but she did what she had to do."

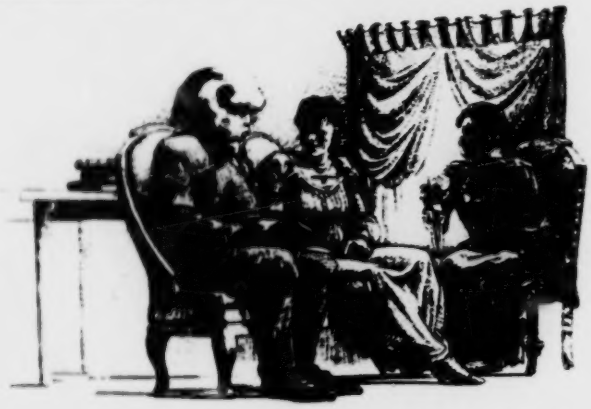
A third book that learners liked is The Picture of Dorian Gray (Stage 3), an adaptation of Oscar Wilde's classic. This book kept them engaged and entertained throughout.

In The Year of Sharing (Stage 2), a science fiction story, students liked the way the teenage boy changed as he came into contact with nature and wildlife. "It made a person think of what it would be like as an animal. It made me think about how I will treat wildlife."

Selections from the Bookworms Series work well when used with individuals or with groups. There are many titles to choose from, and reader response is enthusiastic. Enjoy!

Sample Page

From *The Elephant Man* by Tim Vicary
Reproduced by kind permission of Oxford University Press



For the first time in his life, Merrick had some friends.

him and shook his hand again before she left.

'Dr Treves,' he said to me that night. 'That lady was wonderful! My mother smiled at me once, many years ago, but no women smile at me now. But this lady smiled at me too, and she shook my hand! A beautiful lady smiled at me and shook my hand!'

My young lady friend came again the next week, and talked to Merrick for half an hour. The week after that, she came again with a friend. They gave him some books, and had a cup of tea with him. It was wonderful for him. For the first time in his life, he had some friends. He was a very happy man. He sat in his room, and read his books, and said no more about living on a lighthouse.

Title:	Specter Series
Author:	Anita Jackson
Publisher:	Fearon/Janus/Quercus
Available:	Maryanne Bozich, Simon & Shuster 5550 West 74th Street, Indianapolis, IN, USA Tel. 1-800-242-7272(Fearon Teacher Aid Centre)
Price:	$42.75US for the set of eight books
Level:	basic/functional
Reviewer:	Katie Molloy

★★ Specter Series ★★

Very few good short novels are written at the basic/functional level. If you haven't discovered the Specter Series yet, you should try it. It is an excellent introduction to chapter books for the beginning adult reader. There are 8 titles in the series:

- Dreams
- '57 T-Bird
- A Deadly Game
- The Actor
- No Rent to Pay
- Homecoming
- The Ear
- ZB4

These 8 pocketbooks are between 30 and 60 pages long and contain 8 to 12 chapters each. Print size is good and the chapters are brief enough for readers to complete within a short time. Because each chapter is introduced by an ever increasing jig-saw puzzle, many readers are tempted to read on to fit yet another piece into the puzzle. One student said, "I couldn't put the book down until I had all the pieces in place."

This series was first published in the seventies. It introduces the reader to the mystery and supernatural genres. For example, The Actor tells the story of a young man whose acting career is intriguingly kicked off by a dead uncle. Students greatly enjoy the weird twists found in each book! "This was the first book I ever read," said a student, "and I never expected it would be so strange." Another student, after reading '57 T-Bird, asked, "Are there more like it?" He went on to read three more books in the series.

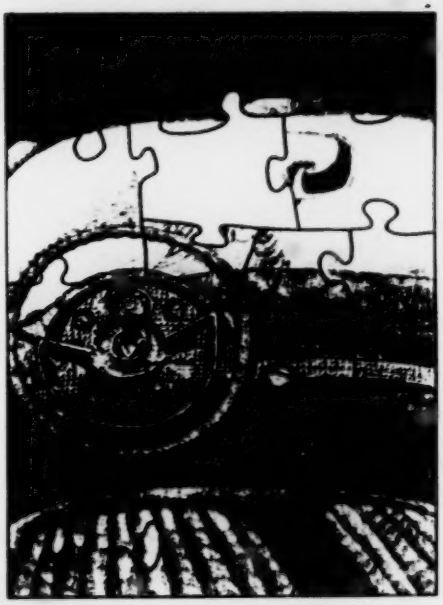
When being introduced to this series, readers should be mindful of the old adage "Never judge a book by its cover", as many a reader has been put off by the bizarre sleeves of these books, only to find out later how engaging the read was.

Beginning adult readers will be amazed by, yet greatly enjoy these short, easy-to-read stories. "They have stood the test of time," said one instructor. I am recommending you add these relatively inexpensive titles to your library and encourage your students to try them.

★★★★ GOLDEN OLDIE ★★★★

From *'57 T-Bird* by Anita Jackson
Reproduced by kind permission of Globe Fearon

Sample Page



9 The Grip of Death

At first there was no voice, just the sound of the engine humming softly. I had to drive with care. It was a bad night. The windows kept fogging over, and it was hard to see the road. The smell of perfume was very strong.

30

Title:	Headwork, Books 1-5
Publisher:	Oxford University Press
Author:	Chris Culshaw and Deborah Waters
Available:	Oxford University Press, 70 Wynford Drive, Don Mills, ON M3C 1J9 Phone: 1-800-387-8020 Fax: 1-800-665-1771
Price:	$13.00
ISBN:	198333722 (Book 1)
Level:	basic and up
Reviewer:	Evelyn Battell

Headwork

If you have been looking for books to practice critical thinking skills without elaborate reading, the Headwork series may be for you. I have found this series really stretches students' ability to figure things out and talk about their reasoning. The exercises include filling in charts that classify animals...matching pictures with sentences ...describing events...reading maps...putting story events in order.

My students like them:

•They are particularly good for a group of 3 or 4 because we talk about why our answers are right. Students report that they really make you think.

•Most of the pages focus on adults; women appear in various roles including carpenter and stunt woman and people of all races appear.

•Written instructions are clear and because all pages contain good line drawings that are central to the exercise, written instructions can be minimal.

•Most pages in Book 1 involve copying words from the page to answer questions, occasionally making up a sentence or two of dialogue. We have gone beyond the exercises and written in response to the work in the book. By Book 3 there are short descriptive writing exercises. By Book 5 exercises are elaborate.

On the other hand:

•The books have a lot of British content - my classes usually have at least one ex-Brit in them so we have help with words like "lorry" and "jumper".

•The upper level books have some pages that include teens' concerns such as being late for school. (Note: A second series, English Headwork, is definitely for teens.)

•There are a few pages that involve fantasizing about space creatures which never interest my students much.

•Pages that involve drawing something from a description are not popular.

So Book 1 is an especially valuable book for work with small groups of beginning readers. Each subsequent book involves more difficult reading although there are only 300-400 words on a page. The books don't have to be written in and can be used over and over. We tried different exercises and often the students looked ahead for another similar exercise. In Book 1, each activity takes 5 to 20 minutes: exercises in Book 5 are considerably longer.

I find students remember an exercise they have done, even up to a year previous, and are pleased to tell others how to figure it out!

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Sample Page

From *Headwork, Book 1* by C. Culshaw and D. Waters
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ROBBERY

What to do

Are the sentences true (T) or false (F) or is there not enough evidence (NEE)?
Write your answers like this: 1. True

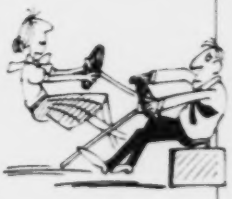
1. There are two robbers.
2. One of the robbers is taking money from the till.
3. Both the robbers are wearing hats.
4. Both the robbers are holding guns.
5. It is a pet shop.
6. One of the robbers has a fast car.
7. There are four chairs in the shop.
8. The robber with the gun has two children.
9. The robbers are wearing shorts.
10. The shopkeeper has his hands in the air.

DEDUCTION

16

PEOPLE

B



C

E

F

What to do

Match the pictures with the writing.
Write your answers like this: 1 F

1. Here are two people. They are having a drink.
2. Here are a man and a woman. They are making a lot of noise.
3. These two people are cutting down a tree.
4. These people have lost their cars!
5. This man is drawing his friend.
6. Here is an old woman and her husband. They are waiting for a bus.

What to do next

Make some speech balloons for the pictures.

MATCHING

25

Title:	Easy True Stories
Author:	Sandra Heyer
Publisher:	Longman Publishing Group, 1994
Available:	Copp Clark Limited, 2775 Matheson Blvd. East, Mississauga, Ontario, L4W 4P7 Phone: 1-800-263-4374
Price:	$19.50
ISBN:	0-8013-1089
Level:	basic/functional
Reviewer:	Lorrie Lane

Easy True Stories

Easy True Stories consists of 20 true stories adapted from a newspaper or magazine article. Each story includes a pre-reading page that tells the story by using drawings. Following each story, there are vocabulary, comprehension, discussion and writing exercises. There are some very effective suggestions for using this book included for the instructor, as well as more background information concerning each article.

One approach my students enjoy is when I have them develop their story from the drawings; I read the title and story to them after they are finished writing. They find it interesting to compare their version with the actual article. Another instructor often has a story exchange where two students tell each other a different story based on the same pictures.

Learners appreciate the fact that these are true human interest stories that are adult oriented. Students frequently comment, "I like this book 'cause I'd rather read true stories."

Each story is written in the present tense and is about one-half page, or less, in length. "The print is easy to read because it's a good size, and the stories aren't too long."

The drawings are very helpful for a beginning reader. They improve the student's ability to recall details of the story. One student said, "I can remember what happened in the story when I look at the pictures."

You may be interested in trying out the other books in this series. They are available at the same price and include:

- True Stories in the News
- More True Stories
- Even More True Stories

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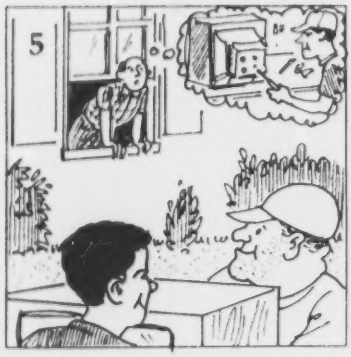
Sample Page

From *Easy True Stories* by Sandra Heyer
Reproduced by kind permission of Longman Publishing Group



Series Title:	Longman Classics Pacemaker Classics
Publisher:	Copp Clark Longman, 2775 Matheson Boulevard East, Mississauga, ON, L4W 4P7 Phone: 1-800-263-4374 Fearon/Janus /Quercus, Prentice Hall Canada, Inc. 1870 Birchmount Road, Scarborough, ON, M1P 2J7 Phone: 1-800-567-3800 Fax: 1-416-299-2529
Price:	Longman Classics: $5.95 Pacemaker Classics: $7.54
Level:	Pacemaker: functional Longman Classics Stages 3 & 4:functional/independent
Reviewer:	Joyce Vowles

Longman Classics and Pacemaker Classics

Teachers of adult literacy classes are always searching for age appropriate, high interest reading materials. In response, a number of publishers have introduced classic stories, rewritten for new readers.

Two series in particular have received favourable reviews from students and teachers alike: Longman Classics and Pacemaker Classics. The Literacy Materials Committee chose to review six titles selected from those available: Dr. Jekyll and Mr. Hyde, Dracula, Frankenstein, Huckleberry Finn, Jane Eyre, and Wuthering Heights.

Both series have a clear, uncomplicated layout with plenty of white space. Vocabulary is controlled, yet not juvenile.

Longman Classics are consistent in style and format. Stages 1 through 4 vary only in language and sentence complexity. Throughout, language is straightforward, yet not stilted, with a clear writing style. Print size is acceptable; however, the grey typeface on cream paper can be difficult to read. Lines are not quite double spaced, which looks nice, but adds to the potential for eyestrain.

One of the most attractive features of this series is the use of full colour BBC movie stills. The full page illustrations add much to the feel of the story by showing characters in period clothing and settings. Each book also includes a generous biography of the author, a glossary, chapter comprehension questions and more thought provoking question on the whole story at the end of the novel.

Pacemaker Classics have large, clear print that is distinctly black on white. Pen and ink sketches illustrate these stories. The stories are very close to the originals. The language is clear. The style is "literate". There is good variety in the sentence structure. Each book has a table of contents and list of characters. There are study guides available for each book.

Both series were recommended by both teachers and students. There are many more titles and there are taped versions for all of the Pacemaker and some of the Longman Classics. Any of these books would be a welcome addition to your classroom library.

Sample Page

From *Dracula* by Bram Stoker
Reproduced by kind permission of Copp Clark Longman

Chapter 1
Castle Dracula

Everything in Transylvania seemed very strange to Jonathan Harker. There was so much to tell Mina, the girl he was going to marry.

There were mountains, thick forests, and fast-flowing rivers. Castles stood on high rocks, and he hoped that Castle Dracula would be like them. The people were strange too; they were very kind and polite, but when he told them that he was going to see Count Dracula, they were afraid. At Bistritz the hotel keeper's wife had given him a cross.

"Please take it," she said. "There is danger at Castle Dracula."

Count Dracula's own carriage came to take him on the last part of the journey through the darkness. As the carriage climbed into the mountains, Jonathan saw the red eyes of wolves all round the carriage. And when the wolves came too close, the driver shouted at them as if they were his own dogs.

From Huckleberry Finn by Mark Twain
Reproduced by kind permission of Fearon Globe

1 Me, Tom, and the Robber Gang

You don't know about me unless you have read a book by the name of "The Adventures of Tom Sawyer." That book was made by Mr. Mark Twain, and he told the truth, mainly.

Now this is the way that book winds up. My friend Tom and me found the money that the robbers hid in the cave, and it made us rich. We got six thousand dollars apiece—all gold. Well, Judge Thatcher, he took it and put it out at interest. It brought us a dollar a day apiece all the year round—more than a body could tell what to do with. Then the Widow Douglas, she took me for her son and said she'd civilize me. But it was rough living in a house all the time, seeing how awful regular and decent the widow was in her ways.

Title:	Perfect Copy
Publisher:	Logicus Incorporated
Available:	Logicus Incorporated, Brownsville Junction, Suite 205, Schomberg, Ontario, L0G 1T0
Price:	$195 each or 5/$495
Level:	functional to independent
Reviewer:	Lorrie Lane

Perfect Copy

Perfect Copy is a computer program concerned with grammar rules in these skill areas: beginning and ending punctuation, commas, other punctuation, capitals, numbers, easily confused words, apostrophes, abbreviations, subject-verb agreement, pronouns and irregular verbs.

Learners work independently to proof-read and make corrections in stories and letters. Students say, "I like making corrections on the computer. It's not messy." If required, assistance is available on the screen or by using a language rules handbook that is provided with the program.

Practice for each skill is provided in three levels. To master a specific skill level, the learner must have an average score of at least 90% on four articles.

This is a valuable tool in our program. Excellent progress details are maintained in the student record section. The program provides immediate feedback which both students and instructors appreciate. The students comment, "I know right away what my mark is."

On the Sample Page are two exercises on capital letters. The first, "Family Weekend", is from the easiest level; the second, "Our Winter Climb", is from the third and most difficult level. These articles illustrate the range of skill levels of Perfect Copy. At each level there are changes in line spacing, complexity of sentence structure, length of articles and number of rules included.

One of the most important comments by students is that "The paragraphs are interesting to read." This interest in the stories helps to motivate the student to work on Perfect Copy.

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Sample Page

From *Perfect Copy*
Reproduced with kind permission of Logicus Incorporated

CA - J1 Family Weekend

my father and his brother Ferdinand are good friends.

they are part of a large spanish family and love to get together.

uncle Ferdinand lives in niagara, right on the shore of lake ontario.

when we visit, we enjoy watching the boats on the lake.

this friday we are going to visit uncle ferdinand.

We will spend easter weekend with him.

CA - A3 Our Winter Climb

one blustery friday, we drove South from our canadian home to challenge mount washington, in the united states. The weather forecast called for arctic-like 35-degrees below temperatures and 100-mile-per-hour gale force winds. The guide book from The appalachian mountain club suggests the following:

1. Extra layers of clothing
2. dry clothes-for afterwards
3. high energy food

our tour guide said, "the worst conditions here are approximately equal to the worst reported from antarctica." the idea of tackling this mountain in january rather than in the warmth of the Summer was to capture mount washington in its true wilderness state, free from the warm weather rock climbers.

upon arrival in pinkham Notch at the base of Mount washington, we signed our lives away after being outfitted with boots, crampons and ice axes. our canadian climbing party was given instructions on the best approach, and away we went.

Wow! what a way to spend a cold Winter day! if you would like information on this exciting one-day excursion call 603-555-7000, or write to:

sid miller, mountaineer
125 telemark Trail
north Conway, NH 12345

Title:	Canada Coast to Coast
Publisher:	Nelson Canada
Author:	Joan Acosta
Available:	1120 Birchmount Rd., Scarborough, ON, M1K 5G4 (416) 752-9200 1-800-268-2222 fax (416) 752-8101
Price:	$16.95
ISBN:	0-17-604257-1
Level:	basic/functional
Reviewer:	Jan Sawyer

Canada Coast to Coast

Canada Coast to Coast by Joan Acosta, the well-known editor of the first Coast to Coast, offers the new reader an opportunity to read about and explore Canada and Canadian culture. This reader/activity book has an inviting colourful cover, and the inside offers an attractive variety in layout, exercises and illustrations. The use of white space and the print size are sure to appeal to the beginning student.

There are two sections in this book. The first, *Canada from Coast to Coast*, begins with a few basic facts about Canada and is followed by a clear map depicting the provinces, territories and their capitals. Readers then start their journey across Canada on the west coast. Each province and territory is represented by a story. The second section, *Canadians from Coast to Coast* is comprised of stories that have been adapted from newspaper articles which show a cross-section of Canadian culture.

Rather than being divided into chapters, this book is separated into units. Every unit is preceded by pre-reading discussion starters that lead into a variety of exercises and activities ranging from word search exercises to student writing opportunities. There is an answer key provided at the end of the book. Many of the reviewers also complimented the use of illustrations throughout the text. They were helpful in discussion and provided good visual clues to the reader.

One of the reviewers felt that the book was too thin on its own and would need to be filled out with "other discussion, maps, and videos." There is a teacher's guide we did not review that may provide very useful supplementary ideas and materials. It gives additional activities as well as black line masters that can be photocopied.

Because Canada Coast to Coast was designed for the English as a Second Language student, it was field-tested in ESL as well as literacy classes. One literacy instructor stated "quite ESL, but great for early literacy classes" while an ESL instructor felt, "The culture content is valuable, and I feel that this book would be very useful to use with upper-beginner ESL students." Perhaps the final word should go to a student who said, "It's nice to read about far away places in Canada, because I'll probably never go there."

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From *Canada Coast to Coast* by Joan Acosta
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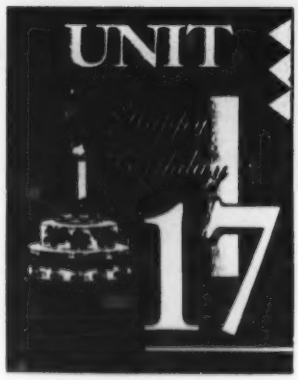
Sample Page



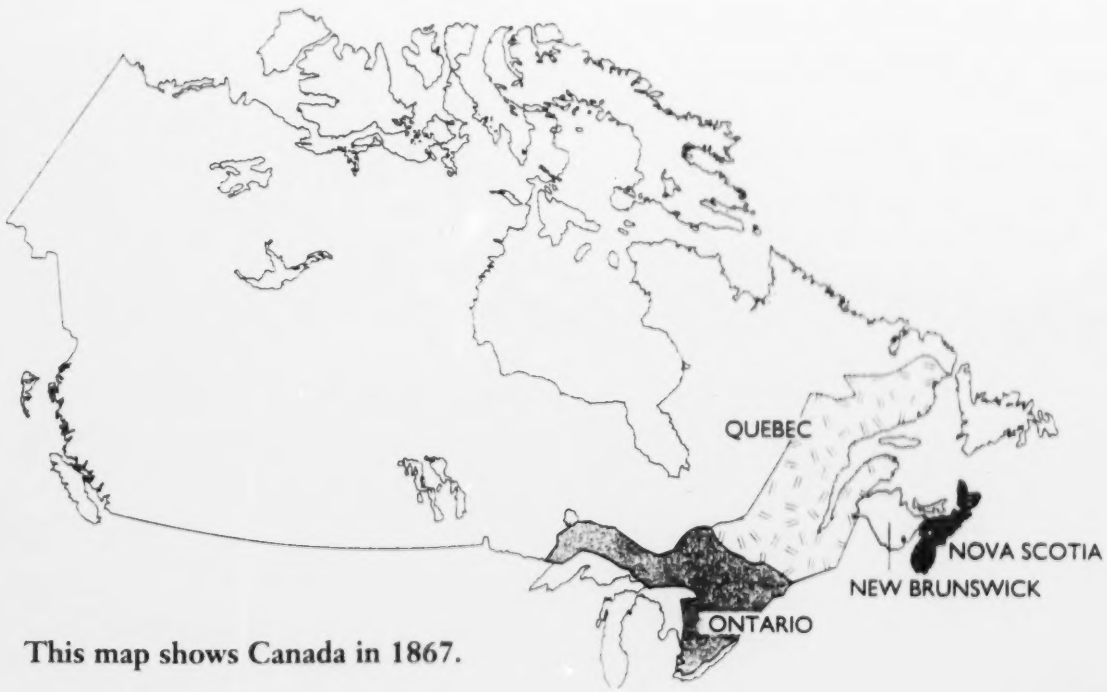
Canada's birthday is July 1

In the 1600s and 1700s, people came from England and France to explore North America. Some of these people stayed and started colonies.

On July 1, 1867, four colonies joined together to form Canada. The colonies became Canada's first provinces: Nova Scotia, New Brunswick, Ontario, and Quebec. The other provinces and territories joined Canada later.

We celebrate Canada's birthday on July 1. Many cities and towns have parades. Some places have fireworks in the evening.

■ ■ ■



This map shows Canada in 1867.

Title:	Grandfather Bear
Author:	told in Cree by Madeline Davis, Sr translated by Della Owens and Harriet Landry
Illustrator:	Donna Cameron
Publisher:	Twin Sisters Publishing
Available:	Muskoti Learning Centre, P.O. Box 160, Moberly Lake, B.C. V0C 1X0 Phone 1-604-788-9754 Fax 1-604-788-9347
Price:	$6.95
ISBN:	099696509-2-2
Level:	basic/functional
Reviewer:	Jan Weiten

Grandfather Bear

Grandfather Bear is an inspiring book that works at many different reading levels. Effective black and white drawings make up half of its 42 pages. Type size is adequate with ample white space.

This is a tale told by an elder of a First Nations community in B.C. A brief introduction guides readers to consider the symbolic nature of the story. It states, "Our elders say that each one of you has your own song within you." This charming story is a simple depiction of how one young Native girl has her special purpose in life revealed to her through the relationship with her "nature relative" - Grandfather Bear.

Learners can appreciate this book on a number of different levels. One of its most important functions could be to lead readers to consider the differences between literal and figurative meaning. Since, if taken literally, the story is a fantastic fairy tale, learners will want to examine both the story itself and its underlying message.

This book also works well as a narrative. It lends itself easily to summarizing plot, analyzing character, and describing setting. The story can also draw on readers' inferencing and predicting skills. Learners are eager to find out what will happen next - a sure sign of a good story. "It was good reading."

In addition, Grandfather Bear could serve as a springboard for exploring the traditional cultures and beliefs of First Nations people. The story shows the way one Native family lived and worked together, and the illustrations help us picture how the people dressed and lived. "It shows the true Native ways."

This book can also be used in the study and comparison of fables or legends from different cultures. "A legend talking about the truths of listening to right and wrong." "So many years ago...my mother told me stories where the animals talk."

Furthermore, it could be used to discuss feelings associated with the loss and recovery of children or the topic of family in general. Personal exploration is another important process which the book could encourage. Learners can look at their own gifts, "songs", and powers which might lead them to some revealing insights about themselves or their world.

Many readers agreed with the following comment: "This story is very moving to me. I would like to read more about this type of book or from this author."

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Sample Page

From *Grandfather Bear* by Madeline Davis, Sr.
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The young girl saw a black bear (muskwa). She felt that the bear wanted her to follow him. She knew in her heart that the bear felt kindness toward her.

The bear told her that there was better berry picking further, so the girl started to follow him. As they walked, the bear used his sacred powers so they could not be followed. He led her away from where her mother was.

Soon the bear said, "My grandchild, we will find somewhere to live."

When the bear said 'my grandchild', the girl knew he was her grandfather. So the girl listened carefully to the bear. Whatever he instructed, she did.

19118

Series:	Real Lives
Titles:	see below
Publisher:	The Basic Skills Agency (formerly ALBSU), 1994
Available:	Avanti Books, 8 Parsons Green, Boulton Rd., Stevenage, England, SG1 4QG Phone: 011-44-1438-350155 Fax: 011-44-1438-741131
Price:	£2.00 each
Level:	basic/functional
Reviewer:	Helen Thomas

Real Lives

Sport:

- Muhammad Ali
- Ian Botham
- Martina Navratilova
  by Julia Holt
- George Best
  by Iris Howden
- Linford Christie
  by Mike Wilson

Film:

- Arnold Schwarzenegger
  by Julia Holt
- Clint Eastwood
- Marilyn Monroe
- Humphrey Bogart
- Elizabeth Taylor
  by Iris Howden

Politics:

- Sir Winston Churchill
- Mahatma Ghandi
- Adolf Hitler
- John F. Kennedy
  by Mike Wilson
- Martin Luther King
  by Julia Holt

Real Lives is a series of fifteen books written about movie stars, political leaders and athletes. Only Muhammad Ali was popular among the sports figures, but all the movie and political biographies were avidly read.

Each biography is sixteen pages long including the excellent photos. This length is very appealing as readers felt they were learning about interesting people quickly and enjoyably. Each story has its own particular viewpoint. In Marilyn Monroe there is the mystery of whether or not she was killed and by whom. Arnold Schwarzenegger "shows how anyone can be successful."

This series was popular with all the groups that field tested them. The large print and generous white space means that students are not intimidated by these books. The high quality, effective photographs attract their interest especially in people that they have heard of or seen in movies. There are colour photographs on the front covers and black and white photographs throughout the books.

The sentences are short, but the style is flowing, not choppy. Students consistently commented that the books were interesting because they were about real people. Some comments were: "I learned some things I didn't know"; "they gave the facts and were to the point."

From *Adolf Hitler* by Mike Wilson
Reproduced by kind permission of The Basic Skills Agency

Sample Page

The start of the First World War, in 1914,
was Hitler's escape.
He joined the Army.

Hitler was brave in the War,
and was awarded the Iron Cross.

But the army thought
he was a "know-all and grumbler".
He was still only a corporal
when the war ended in 1918.

The First World War ended in disaster
for Germany.

Many Germans felt shame and anger
when they lost the war.
They were poor and hungry,
and there were no jobs.

Hitler knew the time was right
to start to fight back.
He decided to become a politician.

Title:	SpellWell Bookmarks
Publisher:	Curriculum Associates
Available:	Curriculum Associates, Inc., 94 Asquith Avenue, Toronto, ON, M4W 1J8 Phone: 1-800-225-0248 Fax: 1-508-667-5706
Price:	100-pack $35.00
Order No:	SC6449 60 most often misspelled words SC5447 100 most often misspelled words SC6458 47 common contractions
Level:	basic and up
Reviewer:	Jan Sawyer

SpellWell Bookmarks

These bookmarks were a hit! They were field tested by all members of the Literacy Materials Committee and received a uniformly positive response.

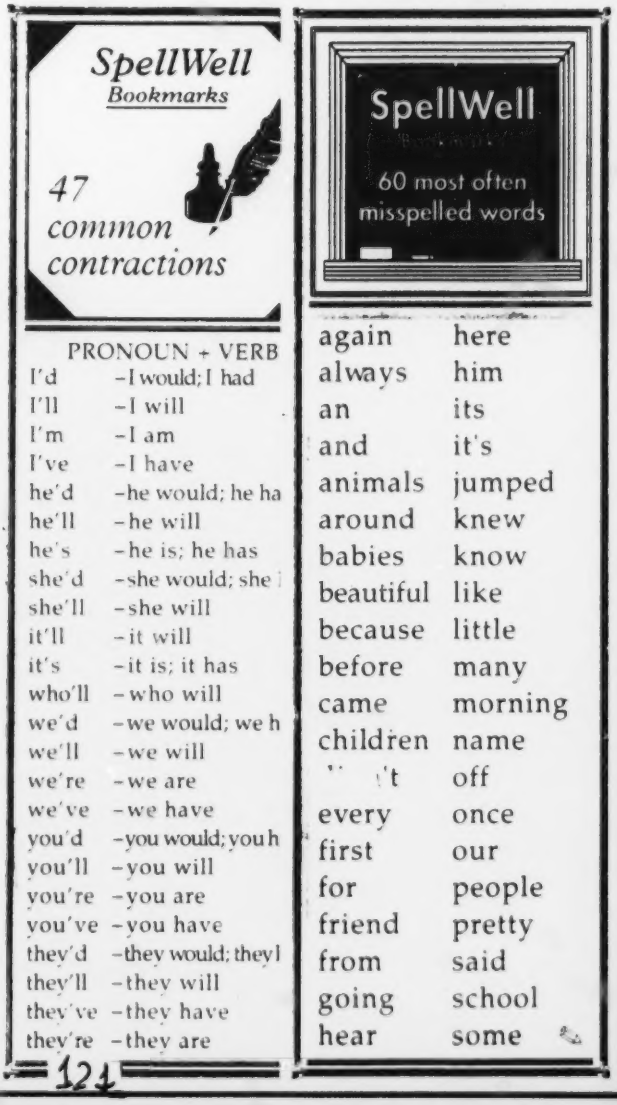
Each of the three different bookmarks follows a basic format listing either 60 most often misspelled words, 100 most often misspelled words, or 47 common contractions. On the back of the bookmarks, there is a small space for students to add their own misspelled words. There is also a space where students write their name and grade. One reviewer suggested this section be covered to move away from a grade school feel.

These inexpensive goodies were distributed by teachers in a variety of ways: "silly prizes for word games, hand outs appropriate to students' specific area of difficulty, and as bookmarks."

The SpellWell Bookmarks were popular with the students and instructors found that students frequently referred to them since they were so readily available. One instructor noted that "students are often reluctant to write because of weak spelling skills, and handy references such as these may provide more confidence."

Sample Page

Actual size of each bookmark: 3" x 9.5"
Reproduced by kind permission of Curriculum Associates



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The Bulletin's Board

Democratic Rules of Order

This twenty page guide provides 37 Rules of Order to help groups run meetings in a democratic and efficient manner. This common sense booklet would be useful as a resource for instructors and tutors to help them explain general meeting procedures or run staff, classroom, learner events or any other type of meeting. Prices for this useful guide are $5.95 for one, $3.00 for 10-99 and $2.50 for over 100. *Democratic Rules of Order*, written by Fred and Peg Francis, is available from 3930 Hobbs Street, Victoria, BC, V8N 4C9, Phone: 1-604-477-0148 Fax: 1-604-477-0140.

You Make the Difference...A Guide to Helping Your Child Learn

The Hanen Centre has brought out a new guidebook, *You Make the Difference...A Guide to Helping Your Child Learn*, that helps parents connect with their young children in ways that foster the child's self esteem and learning. This book is written by Ayala Manolson with Barb Ward and Nancy Doddington. It has larger print, less writing and more white space than *It Takes Two To Talk*, reviewed in Bulletin #12, but uses a similar cartoon format. It is available from The Hanen Centre, 252 Bloor Street West, Suite 3-390, Toronto, ON, M5S 1V5. Phone: 1-416-921-1073 Fax: 1-416-921-1225.

New Ordering Address for Steck-Vaughn Materials

Steck-Vaughn Company materials are now available from Gage Educational Publishing Company, 164 Commander Boulevard, Scarborough, ON, M1S 3C7. Phone: 1-800-667-1115 Fax: 1-416-293-0846 Adult Education Extension 245

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Contact *Literacy B.C.* Suite 622 – 510 West Hastings Street, Vancouver, BC, V6B 1L8, Tel. (604)684-0624 1-800-663-1293 toll free in BC or fax 684-8520.

- to be added to the *Literacy Materials Bulletin* mailing list
- to order back copies of *Bulletins 1 – 12*
- to drop-in and see the *Literacy Materials Bulletin* permanent collection
- to borrow any of the the materials reviewed in Bulletins 1-13

LITERACY MATERIALS RECOMMENDATION FORM

Title _____

Author _____ **Publisher** _____

Level (please circle) ***Basic (0-3)** **** Functional (4-6)** *****Independent (7-9)**

Why do you recommend this title: _____

_____

_____

_____

_____

Please attach copy of one page and table of contents

Recommended by: _____

_____

_____

LITERACY MATERIALS REQUEST FORM

What kind of material(s) would you like the Literacy Materials Committee to seek out, field test and review? Please include information about the content, level and format (book, video, software, etc.) you require: _____

_____

_____

_____

_____

Requested by: _____

_____

_____

Send completed forms to:

Literacy Materials Committee
c/o Literacy B.C.
622 – 510 West Hastings Street
Vancouver, B.C. V6B 1L8

The Literacy Materials Bulletin received funding for 1995-1996 from the National Literacy Secretariat and the Ministry of Skills, Training and Labour, B.C. and the Canadian Give the Gift of Literacy Foundation

9596-CM2/c1

THE LITERACY MATERIALS

BULLETIN

14

Fall 1996

• instructors • tutors • learners • administrators • coordinators • librarians • resource centers • learning centres •

MINISTRY OF SKILLS, TRAINING AND LABOUR

NOV 28 1996

The response from the evaluation was wonderful. Over 135 cards were returned and the comments confirmed the value of the Literacy Materials Bulletin. The responses came from libraries, colleges and community organizations in British Columbia and across Canada. Many wrote to say that they used the Bulletin to help them make decisions about materials to order and to keep informed about new materials. Some requested information about dictionaries, developing short stories, computer software and videos; while others requested more materials at a level suitable for beginning readers. The committee is reviewing some CD-ROMs, videos and dictionaries for Bulletins 15 and 16 as well as materials for beginning readers. Please continue to send in suggestions and requests for materials.

There were also requests for a list of materials reviewed in the Bulletin and for electronic access to the articles in the Bulletin. Langara College's QuERI FTP Site has the text of the reviews from Bulletins 1-13, but not the Sample Pages, forms, and lists of committee members. Using an FTP capable browser (Netscape, Internet Explorer) the address is: **ftp://ftp.langara.bc.ca/pub/qri/qri-literacy** or with an FTP program the address is: **ftp.langara.bc.ca/pub/qri/qri-literacy.** File names beginning with **lmb** and continuing with a dash and a number stand for Literacy Materials Bulletin and the issue number. The filename for the alphabetical list of titles is **index-t.txt**.

A special thank you to Pam Devereux and Brenda Giles. Pam Devereux, an instructor from the College of New Caledonia, Quesnel, is our guest reviewer for this Bulletin. Brenda Giles, a student at Vancouver Community College and a resource member of our Committee, made use of her experience organizing The Vancouver Walk for Literacy to write a review of the book, Walk for Literacy.

We welcome Pauline Waterfall to the Literacy Materials Committee. Pauline is the executive director at Heiltsuk College, Waglisa Centre. She is busy fieldtesting items for the next Bulletin.

This Bulletin and Bulletin 13 were printed by Camosun College's Printing Department. The Committee appreciates their help and professional skill. The College has also assisted us by providing an E-mail address for the Literacy Materials Bulletin. You should be able to contact me at **litmatch@camosun.bc.ca**.

Helen Thomas

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Literacy BC, Toll Free in BC 1-800-663-1293

Title:	WALK FOR LITERACY: A STEP IN THE RIGHT DIRECTION
Author:	Carol Bossio and Ingrid Braathen
Publisher:	Community Adult Literacy and Learning Society (CALLS), 1996
Available:	Literacy BC, 622-510 West Hastings Street, Vancouver, BC V6B 1L8 Phone: Toll Free in BC 1-800-663-1293 Fax: (604) 684-8520
Price:	free
Level:	functional/independent
Reviewer:	Brenda Giles

Walk for Literacy

The first time I heard about The Walk for Literacy was at a Literacy B.C. board meeting. Carol Bossio told how she heard that the literacy program, The Write Place in Parksville, was closing because there was no funding from the government. She had this idea to help raise money to keep The Write Place open, so she started knocking on business doors telling her story. Carol's message was to walk for literacy. The Walk for the Write Place was a success and it is still open today.

The cover of this twenty-page book is shaded like clouds and the pages are in the colours of the rainbow. The first three pages tell why we should walk for literacy. The table of contents comes next, then Carol Bossio's story is in orange, in pink is Ingrid Braathen's story and the planning of the first walk is in lilac. The remainder of the book is divided into three steps.

Step One: Before The Walk

The blue pages are about first forming a committee and choosing the roles they would like to play in the Walk for Literacy. The committee needs to approve the logo. Dates, time and place are very important and also government approval. For the Vancouver Walk for Literacy we had to go to city hall and ask for permission from police, parks, ambulance and fire departments. Insurance and advertising plays a major role in preparations. Sponsors and pledges are the main thing in a walk. It is very important to make sure that you can provide tax receipts to your donors. Number the pledge sheets and keep a list of the numbered pledge sheets for reference and proof. It is very important that you value your walkers, sponsors and donors.

Step Two: Day of the Walk

In the morning, set up tables for walkers to turn in their pledge forms and to register. Have a donation box and greet walkers with balloons, banners and signs, rain or shine. Hopefully, media and newspapers will be there. It is a good idea to arrange for some refreshments.

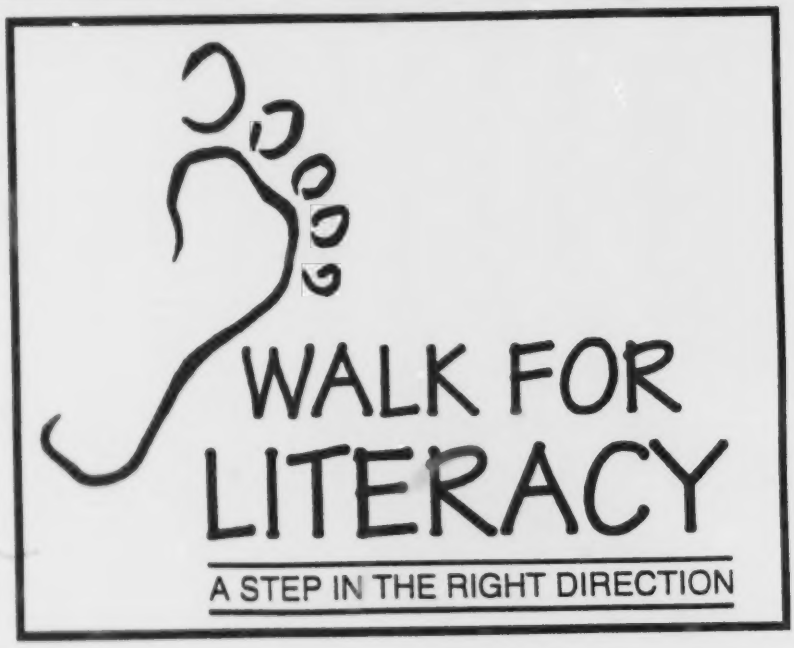
Step Three: After the Walk

Receipts for pledges for tax purposes and thank you letters to sponsors must be mailed and press releases should be sent out.

My experience coordinating The Vancouver Walk for Literacy was a good one. First, I made up some signs that said Walk for Literacy with the time and place, where we were going to meet and that there would be free food. I asked them to sign up and told them my story. I came back to school to learn to read to my son. My dream is to go to school to finish grade 12. I then told the learners about the book and showed them a list of things we would have to do. We followed the simple instructions from the book. Our walk was a great success. We had eighty walkers, good media coverage and raised roughly three thousand dollars. You can do it too!

From *Walk for Literacy: A STEP IN THE RIGHT DIRECTION* by Carol Bossio and Ingrid Braathen
Reproduced by kind permission of the National Literacy Secretariat

Sample Page



Date: **Time:**

Place:

Refreshments, Prizes, Speakers
and More

To Register Call:

•For best results, collect your pledge money when your sponsor agrees to contribute. Pledges are not tied to distance completed. Pledges can be collected by entrants, volunteers or any interested persons.

• Collect pledges from family, friends or co-workers—or sponsor yourself. Or ask your employer to match your personal contribution or total pledges.

• Advise your sponsor that receipts will be issued. Be sure to print the sponsors name, address and postal code clearly.

• Photocopy your pledge form(s) before submission. This will be helpful if you need to make any follow-ups.

• Make cheques payable to:

Title:	Cursive Writing Skills (Left-handed and Right-handed Editions)
Author:	Diana Hanbury King
Publisher:	Educators Publishing Service, Inc., 1995 (copyright 1987)
Available:	Educators Publishing Service Inc./Canada P.O. Box 333 Station A, Scarborough, Ontario M1K 5C1 Phone: (416) 755-0591 Fax: (416) 752-8239
Price:	$9.10
ISBN:	0-8388-1706-8 (Left-handed) 0-8388-1705-x (Right-handed)
Level:	basic and up
Reviewer:	Joyce Vowles

Cursive Writing Skills

Cursive Writing Skills is an adult oriented guide to help learners improve or develop handwriting. Both left and right-handed editions are available, each with customized instructions and materials.

Each book begins with an introduction written for the user providing advice on practice, posture, and paper position. This provides an excellent context in which to place cursive writing. Next are a number of pages of warm-up exercises including 'windshield wipers', circles and zigzags. Although learners found these a little odd at first, they found their grips relaxing and made many requests to repeat these pages.

Letters are presented in groupings of similar shape. Special attention is given to 'bridges' between difficult letters, such as 'or' combinations.

Practice is eventually extended to words and sentences. Several learners were pleased to be able to practice how to spell the days of the week, months of the year and names of some holidays while practicing their cursive writing. Some students found the absence of guide arrows frustrating, but appreciated the regular solid lines rather than childish interlined pages.

As with most cursive writing books, there is not enough room for practice; however, most learners were able to transfer the letters to their own paper.

Cursive Writing Skills is one of the most successful texts I have used to teach cursive writing and I would recommend it to anyone wanting to improve their handwriting.

Sample Page

Position your paper carefully. Pivot on your elbow so that your forearm acts like a windshield wiper. Relax. Trace and copy all the way down the paper.

From *Cursive Writing Skills* by Diana Hanbury King
Reproduced by kind permission of Educators Publishing Service Incorporated

Sample Page

More practice with bridges.

o out			
cope			
home			
most			
over			
b but			
bake			
brain			
best			
table			
v very			
vine			
over			
vote			
love			
w we			
who			
away			
down			
wind			

Title:	GROWING BOLDER: A Workbook on Growing Older and Herstory for Women in Literacy Programs
Author:	Anne Moore and the Women's Group of Action Read
Publisher:	Garlic Press, 1995
Available:	Action Read, 20 Fountain Street West, Guelph, Ontario, Canada N1H 3P2 Phone: (519) 836-2759 Fax: (519) 836-7020
Price:	$10.00
ISBN:	0-9695863-3-7
Level:	functional/independent
Reviewer:	Evelyn Battell

Growing Bolder: A Workbook on Growing Older and Herstory for Women in Literacy Programs

This lovely book celebrates Canadian women in history, the ordinary lives of women and women growing older. The book is written by a group of women students working with their tutor for more than a year. Partly it is a record of explorations these women did in class about women and history. The style encourages each group that uses the book to take control, pick and choose, expand as they please and argue with the ideas. This means also there is lots of room for men to use this book to learn and explore history.

The book is a workbook in three sections. The first contains the simply written 300 word biographies of ten Canadian women from history. The women it profiles were unconventional and/or worked to change society. The second section focuses on our own histories. Both these sections include questions about the readings, suggestions for research, map work, math, practice reading and using new words, as well as suggestions for writing including poems, letters, stories and essays.

The Growing Older section includes poems and quotes by and about feisty older women, and looks at issues of ageism, menopause, poverty and abuse. There are lots of suggestions for projects including making a quilt, writing a play, making a herstory display or drawing a family tree.

Students reported feeling like they were part of the Action Read group. They enjoyed stories of women who tried to make a difference, liked the poems and being reminded of their own mothers and grandmothers.

The book has good print size, lots of white space, graphics and photos, and lines for writing on if you choose to use it as a workbook. First Nations women and Black women are included.

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From *Growing Bolder: A Workbook on Growing Older and Herstory for Women in Literacy Programs* by Anne Moore and the Women's Group of Action Read
Reproduced by kind permission of Action Read

Sample Page

Why a Workbook?

We have done this workbook so that other women learning to read in groups or with their tutors can learn from our experience. We chose to make it a workbook because we wanted to give women a place to write their own ideas. It was more comfortable for us to write to other learners. We wanted you to hear what we were thinking so we have included some pieces of writing that we did during the year.

We chose to write **Herstory** because we wanted to know more about women from the past. When we know about women from the past it makes us feel better about who we are today. Part two of **Herstory** is there to give us a chance to share the stories of our mothers and grandmothers and our own stories with each other.

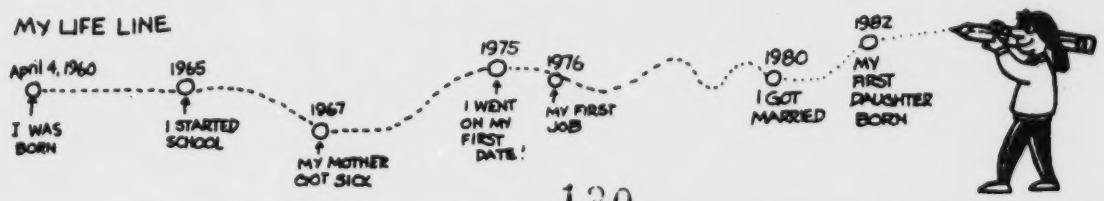
We wrote **Growing Older** because all of us are getting older and some women had concerns about ageing. The younger women in the group wanted to learn more about what it is like to get old, too.

What about Your Story?

How you live your life is also part of Herstory. Here are five different exercises you could do to help you think and write about your own life. You can choose one or do them all!

1. Draw Your Life Line

- **Draw a line** to show your life starting with your birth. The line could go up and down, bumpy or straight.
- **Use words or drawings** along the line to show the main events in your life.
- Mark your birth, starting and leaving school, your first job, marriage, starting to think differently, and all the other important times in your life.
- **Share your drawing** with your tutor or group and explain what each of the drawings mean.



Title:	Literacy Vocational Planning: Academic Employment Preparation Program
Developer:	Peter Lavalley
Publisher:	Saskatchewan Institute of Applied Science and Technology, 1994
Available:	Academic Employment Preparation Program, Wascana Institute, 8th Avenue, North Centre, P.O. Box 556, Regina, Saskatchewan, S4P 3A3 Phone: (306) 787-1676
Price:	$85.00
Level:	instructor student handouts - functional
Reviewer:	Pam Devereux

Literacy Vocational Planning
Academic Employment Preparation Program

Literacy Vocational Planning is a manual of career planning materials intended for use by both literacy level and special needs intructors in the classroom. The manual includes 10 modules: *Personal Profile, Shopping for a Job in Today's Labour Market, What Employers Want Today, Appearance and Grooming, Finding Out about Jobs, Making a Career Decision, The Career Plan, Looking for a Job, Resumes and Covering Letters*, and *Job Interviews*. Each module comes complete with objectives for the students, student readings, instructor guidelines and student handouts. The instructor guidelines include information on the goal or purpose of the activity, a description of the stimulus, a suggested procedure for carrying out and then processing the activity and finally, a student follow-up activity.

In the introduction to the manual, the author advises that the educational process employed throughout has characteristics of the "Popular Education" model. In this model the students' own life experiences are the starting point for learning. Experiential activities, group interaction and personal reflection combine to empower the students to make positive change in their lives.

The general content of the manual is comprehensive, although certain modules could benefit from supplemental material. For example, while the exercises in the *Making a Career Decision* module are quite good, the module does not include any basic aptitude or interest inventories through which the student might be able to gather important information in making a career decision. It would also be useful for each module to have a summary and perhaps an exercise that brings together everything the student covered in that section.

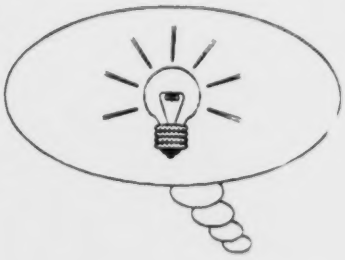
Having said that, I found the manual to be very thorough and well thought out. The layout is excellent: there is a generous amount of white space, humorous graphics and bold type. The information is easy to find and is laid out in a clear, logical manner. The student handouts are in a conversational, easy-to-read format and they effectively cover the central themes of the modules.

What I believe is this manual's greatest strength is its value as a resource to those instructors who may not have a great deal of experience in teaching career planning. The exercises are laid out in such a way that the instructor could simply walk into class, pick up the manual and competently deliver a lesson with little or no advance preparation.

From *Literacy Vocational Planning: Academic Employment Preparation Program*
developed by Peter Lavalley
Reproduced by kind permission of Wascana Institute,
Saskatchewan Institute of Applied Science and Technology

Sample Page

A Personal Goal Plan



What about you? Write down something you have as a goal. Write it here.

I would like to (pick one):

_____

_____

_____

What are some of the things you can do to reach your goal? Write those down here, too:

1)_____

2)_____

3)_____

Now you have a plan.

Title:	I Wish I Could Write: Activities to Inspire Beginning Writers
Author:	Joan Barasovska
Publisher:	New Readers Press, 1978, 1988
Available:	Artel Educational Resources, 5528 Kingsway, Burnaby, B.C. Canada V5H 2G2 Phone:Toll Free 1-800-665-9255 Local (604) 435-4949 Fax (604) 435-1955
Price:	$6.75
ISBN:	0-88336-379-8
Level:	instructors and tutors
Reviewer:	Lorrie Lane

I Wish I Could Write

If you are looking for writing ideas and activities for your literacy class, you will find I Wish I Could Write a valuable resource.

This book consists of 32 lessons which are presented in order of complexity. Each lesson includes instructions for the instructor/tutor and a sample of student writing. Lesson topics are appropriate for adult students. For the beginning writer, the author suggests having the students complete sentences for which they have been given the first few words. Some examples are: "I wish...", "I never...", "I wonder why...", and "I would like to know...".

Or, you might choose the "How to" lesson. This lesson involves writing instructions for preparing a favourite recipe, telling someone how to change a tire, etc. I especially like this one as it is an opportunity to show the learners that s/he has important and interesting information to share with all of us.

One lesson that was enjoyed in our class was the "Story Starters". As suggested in the instructions for the exercise, the class was given one sentence as the starting point for a story, and the story was to answer these questions: Who said it? To whom? Why? What was the situation? What led up to it? What happens next? The beginning sentence read, "You look as if you just saw a ghost." Students worked in pairs or groups of three. One student acted as recorder and their imaginations took over!

The author provides a list of ten suggestions on how to use this book, such as ideas for writing with your students, making corrections and sharing stories. Instructors commented: "Joan Barasovska's methods are not novel, but good basic approaches to writing for literacy students." "A lot of activities look simple (and are) but can bring out insightful writing from learners." "My students really enjoyed these activities. They said that the activities were fun and made writing so much easier. Productivity went way up!"

***** GOLDEN OLDIE *****

From *I Wish I Could Write* by Joan Barasovska
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Sample Page

1. Sentence Completions

This is a good introductory exercise. Your student's first writing experience should be involving, brief, and easy to understand.

Use your judgment to decide how many sentences to offer. For one of my students, one sentence completion was a big accomplishment. For another student, whose pattern was to "chat" her way out of writing, the list wasn't long enough. I ran out of ideas before she felt "written out."

Instructions

Say to your student:

"I'm going to give you the first two words of a sentence. Finish the sentence however you want to. Copy these two words: *I always.*" (Or use any of the sentence starters listed below.)

"Now make up the rest of the sentence yourself. Remember that you are writing about *yourself.*"

If the student is still reluctant, write the first two words of the sentence for him.

Other sentence starters:

I never	I hope
I remember	I hate
I can	I miss
I wish	I believe

Student writing

I wish I had big money.
I never went back home.
I hope I live to be a hundred.

— Freddie T.

I remember the day when my uncle was shot.
I wish I could be a singer or a dancer.
I miss my sister who is no longer with my family.

— Betty S.

Title:	Adult Literacy: A Compendium of Articles from the Journal of Reading
Editor:	Marguerite C. Radencich
Publisher:	International Reading Association, 1994
Available:	International Reading Association, 800 Barksdale Road, Newark, Delaware 19714, United States
Price:	$21.00US plus shipping and handling
ISBN:	0-87207-122-7
Level:	instructor
Reviewer:	Katie Molloy

Adult Literacy

A Compendium of Articles from the Journal of Reading

This book is a compendium of diverse articles about reading instruction for adult learners collected from the *Journal of Reading*. It was published in 1994 and is grouped into six sections: *Theoretical and Organizational Issues; Assessment; General Teaching Methodology; Technology; Tutoring* and *Workplace Literacy*. As the field of adult instruction has changed over the years, most of the 45 or so articles within come from more recent issues of the *Journal of Reading* to "ensure that the book included the best and most recent thinking on adult literacy instruction."

Each of the six sections begins with a thought provoking quotation followed by a brief introduction and overview of the topic. Within *Theoretical and Organizational Issues* the reader will find managerial philosophies and literacy definitions discussed. The seven articles in the section on *Assessment* deal with both process and product. They emphasize flexibility in assessment of learners and programs include guidelines for determining program effectiveness and issues in adult literacy assessment. *General Teaching Methodology* provides an array of sound ideas to be used in a variety of adult learning settings. They include strategies for use with cooperative learning, wordbanks, storytelling for adults, modern poetry for use with adults, teaching consumer literacy, writing workshops, ideas for use in the ESL classroom and a useful list of high interest low readability books for adults. The shortest section in the book, *Technology*, examines the varied uses of computers in adult classrooms. It includes three lists of appropriate software, much of which has been replaced by newer packages. *Tutoring* explores a number of case studies each of which is grounded in "bolstering the student's self-esteem", yet each approaches this in different ways. Issues covered in the final section, *Workplace Literacy*, include diagnostic assessment and program evaluation in the workplace as well as lesson plan formats and an interesting look at the use of the company annual report in a workplace reading improvement class. Most of the articles end with comprehensive bibliographies.

The purpose of this eclectic mix of short articles is more to stimulate discussion than to provide answers. Readers may choose to read all the articles within or just those topics relevant to their needs. It is a book appropriate for administrators, teachers, tutors and students involved in literacy research.

From *Adult Literacy: A Compendium of Articles from the Journal of Reading*
edited by Marguerite C. Radencich
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Sample Page

General Teaching Methodology

Word Banks for Adult Literacy

LYNNE AUSTIN-ANGLEA
DECEMBER 1990

A word bank, in the traditional sense, is a list of words that have been accumulated to build sight vocabulary. However, my adult new readers combine the word bank with the language experience approach to create a versatile tool for vocabulary learning.

Because it uses the student's own vocabulary, a word bank can become an endless resource for building vocabulary, practicing spelling, and developing critical thinking skills. In addition, it is an excellent warm-up activity before reading or writing, assessing and enriching the student's prior knowledge of a topic.

Sample Word Bank for the Topic "Gardening"

plant	weeds	tree
tomato plant	dig	hole
shovel	rake	lawn mower
weeder	air blower	sweep
hose	fertilize	seeds
corn	clippers	pruner
carrrot	onion	tulips
lettuce	hoe	chives
rocks	grass	sod
rototiller	axe	renting
buying	dump	toolshed
plastic bags	equipment	goggles

The procedure is simple and adaptable to both tutoring and classroom settings. Select a topic related to either a story to be read or an interest of the student (such as gardening). State "When I think of gardening I think of plants. What do you think of?" Record both your response and the student's response, and continue until your word bank includes 20–50 words, depending upon topic familiarity. (See sample word bank.)

Once the list is complete you have a supply of words to use in a variety of language lessons:

1. Build critical thinking skills by looking for clusters of words that belong together. My list contains clusters under the titles "Kinds of Seeds," "Gardening Tools," and "Gardening Jobs" and can easily take the form of a semantic map. (See sample map.)

2. Add prefixes and suffixes to words in the word bank. Build upon *seed* to create *seedling*, *seeded*, and *seeding*. Build upon

BEST COPY AVAILABLE

Title:	Shabash!
Author:	Ann Walsh
Publisher:	Beach Holme Publishers
Available:	General Distribution Services, 30 Lesmill Road, Don Mills, Ontario M3B 2T6 Phone: (416)445-3333 Fax: (416)445-5967 Beach Holme Publishers Ltd., Suite 226-2040 West 10th Avenue, Vancouver, B.C. V6J 2G2 Phone: (604) 733-4868
Price:	$8.95
ISBN:	0-88878-355-8
Level:	independent
Reviewer:	Jan Weiten

Shabash!

This novel, set in a small B.C. milltown, is narrated by Ron (Rana to his family), a Canadian-born Sikh boy who decides to join the local minor league hockey team. He is reluctantly allowed to register on the team, but is the target of racist comments by some team members and their parents. In addition, his own father is against the idea of Ron's joining the team because he believes that trying to break into "goray"(white) territory will only cause trouble. However, Ron's mother supports his ambition because she thinks the team will act as a bridge for him, and that by joining the team, he will also be joining the larger community of the town.

Shabash! deals with important issues of racism and prejudice in a realistic fashion. There are no easy solutions presented here. The main character, Ron, is also quite a complex personality. He is the target of much of the racism in the book, but his own actions and speech are not always above reproach. He speaks and acts like an intelligent, determined boy who sometimes lets his hot temper get the better of his good judgement. We are not allowed to pity Ron; he is a strong fighter, a survivor with a sense of humor.

One interesting aspect of the novel is that it touched upon the causes of racism. At one climactic point, the local Sikh temple is destroyed by arson. Those who set it afire had been laid off by the local mill and were angry because some Indo-Canadians had kept their jobs. This event could lead to discussion and writing about the relationship between economy and racism--a subject relevant to today's social environment.

- Several learners commented that it reminded them of situations in which they had been the target of racism. They were easily able to relate to the theme of Shabash! even if they had no interest in hockey or any familiarity with small B.C. towns. The novel brought up disturbing memories for some learners, but it also gave them an opportunity to voice their pain.

Two drawbacks to using this novel with adult students are that its cover makes it look very much as if it is for young readers and the main character is an adolescent. It should also be pointed out that none of the adults who read the book found it inappropriate or childish in any way.

What does the title mean? "Shabash!" is a Punjabi word that means "well done" or "good work". Because of its interesting plot, well-developed characters, and relevant themes, the author of this book is indeed deserving of a "shabash!"

From Shabash! by Ann Walsh
Reproduced by kind permission of Beach Holme Publishers Limited

Sample Page

"But keep Mr. Johnson away from me, okay?" I said.

"There's something else you should know, Ron. There's a special meeting of the minor league executive tonight; I'm on my way there now. It's time we faced the issue of prejudice and dealt with it. You kids don't just learn hockey; you learn to work as a team, to share, to cooperate. You learn the meaning of the word 'sportsmanship,' and that is more important than all the skating techniques you could ever learn. Parents like Mr. Johnson are undermining the purpose of the minor hockey league; racism has no place on the ice."

"You mean, this meeting is about what happened with me and him? The other parents are standing up for me?"

"Yes. Although I shouldn't be telling you this, Ron, I'm sure we won't have any more trouble with Mr. Johnson, not after tonight."

My father came up the stairs, looking worried. "I don't want to interrupt, Mr. Bryson, but I hope that there is nothing wrong. That Rana has not made problems for you."

"No, Mr. Bains, no problems. A small misunderstanding which Ron and I have cleared up." The coach looked at me, then back at my father. "Ron will tell you about it himself. When he is ready to."

I couldn't meet my father's questioning eyes. I wasn't ready to talk about it.

"I have to go now," said Mr. Bryson. "I have a meeting in a few minutes."

"Rana will see you to the door," said my father. "I hope you will visit us again, Mr. Bryson. Perhaps next time you will stay and eat with us, if you are fond of spicy food."

"Sounds good," said the coach. "I've never tried East Indian food, but I'd like to. I'll probably like it, because I love Mexican food and it's hot."

"We look forward to having you here. Please do come."

My father folded his hands and bowed. "Sat sri akal," he said.

Title:	The Reading Teacher's BOOK OF LISTS, (3rd Edition)
Author:	Edward B. Fry, Jacqueline E. Kress, Dona L. Fountoukidis
Publisher:	Prentice Hall, 1993
Available:	Prentice Hall Ginn Publishing, Allyn & Bacon Canada, 1870 Birchmount Road, Scarborough, Ontario, M1P 2J7 Phone: 1-800-361-6128 Fax: 1-800-563-9196
Price:	$49.56
ISBN:	0-13-034893-7
Level:	instructor
Reviewer:	Iris Strong

The Reading Teacher's Book of Lists

The Reading Teacher's Book of Lists provides a ready store of good examples, key words and phrases, teachable content, teaching ideas and activities that might otherwise take years and much effort to acquire! It is a wonderful collection of 150 extremely useful lists for developing instructional materials and planning lessons, and the best part is that photocopying is allowed!

The organization and layout of this 392 page manual is excellent. Not only is there a user's guide--which categorizes material into grade levels, adult literacy and English as a Second Language, student challenges, fun things and teacher references - there is also a detailed Table of Contents dividing the material into twelve sections and an invaluable Index. As well, excellent cross-reference suggestions are made, enabling the instructor to access items quickly and relate topics easily.

Some of the favorite lists referred to by the fieldtesting instructors are: *Instant Words* (lists the one thousand most commonly used words in frequency order), *Synonyms, Antonyms, Similes, Contractions, Prefixes* (nine full pages including meanings and examples), *Suffixes, Spelling Rules, Phonics, Capitalization Guidelines*, and *Parts of Speech*. As well, there are stories and novels listed by grade level, *Alternative Assessment Techniques*, and useful student handouts for *Time-Planning, Study Skills*, and *Test-Taking Strategies*.

Everyone who fieldtested this book deemed it tremendously versatile and practical. The authors have extensive expertise in the fields of corrective and developmental reading and have supplied us with appropriate teacher comments on many topics. (This is the same Edward Fry of Fry Readability Graph fame!) I predict that my own copy of The Reading Teacher's Book of Lists will be used for many years to come!

The Reading Teacher's Book of Lists, Third Edition, © 1993 by Prentice Hall

88. *Build-a-Sentence*

Select one from each column

Who? (subject)	What? (verb)	Why? (prepositional phrase)	When? (adverb)	Where? (object)
A boy	climbed into an airplane	for a vacation	last summer	in New York
The shark	looked everywhere	to find his mother	in 2020	on the moon
A big dump truck	slid		during the game	outside my house
The monster	laughed	to get a million dollars	next year	in a cave
	swam			on a farm
My dad	dove	for fun	today	under a rock
A rattlesnake	swung on a rope	because he was on fire	at midnight	next to a lion
Maria	fell	to fall in love	forever	100 feet beneath the ocean
Mickey Mouse	yelled loudly		before breakfast	in bed
A tiny ant	flew	for an ice cream cone	always	on top of a tree
			500 years ago	at the circus
The train	ran fast	to build a house	right now	in front of the city hall
Iron John	jumped	to fight the enemy	in a month	in a corn field
A beautiful princess	kicked		after school	behind the stove
	couldn't stop	to get to school	in an hour	in space
			yesterday	downtown
A large bird	slithered	to be kissed	during the war	inside an egg
My good friend	crawled			in Africa
	hopped on one foot	for a coat of paint	at dawn	out West
A teacher		because it was mad		on a tropical island

Feel free to add more words to make your sentence read better or add interest. You can leave out anything except a subject and a verb. Make your own Build-A-Sentence chart using a theme like a monster, earthquake or family theme.

From *Reading Teacher's Book of Lists,* (3rd Edition) by Edward B. Fry, Jacqueline E. Kress, Dona L. Fountoukidis
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Sample Page

Title:	Reading Instruction that Makes Sense
Author:	Mary Tarasoff
Publisher:	Active Learning Institute, 1994 (copyright 1995)
Available:	Active Learning Institute Incorporated, Box 6275, Victoria, BC V8P 5L5
Price:	$22.75 Blackline Masters for Reading Instruction that Makes Sense: $13.95
ISBN:	1-895111-08-0
Level:	instructor
Reviewer:	Jan Sawyer

Reading Instruction That Makes Sense

Mary Tarasoff's book, Reading Instruction that Makes Sense, is a useful resource for adult literacy instructors and tutor trainers. She has gathered information on a variety of philosophies and methods used to teach reading, and synthesized the information into a tidy, handy package. Tarasoff also provides strategies for instructors ranging from ways of assessing students' needs to a variety of teaching techniques.

Although the content is academic, it is written in an easy-to-read format. All reviewers commented positively on the layout of the book. The spacing is good and each page includes a side margin that provides the reader with the main ideas of the page as well as an opportunity for the reader to respond to the text.

The book begins with an introduction followed by *Parts I, II,* and *III,* an extensive Appendix and a Glossary of Terms. In *Part 1: Reading Instruction in the Broader Context*, I particularly liked the discussion on the learning and reading processes as well as the graphics that the author used to illustrate her written words. This style is used throughout the book, and as a visual learner, I appreciated this approach. *Part II: Teaching Reading in the Classroom--Putting It All Together* suggests ways that the instructor can provide a positive learning environment for learners in the classroom, as well as strategies that provide for the different needs of learners. Assessment and evaluation procedures are also presented in this section. *Part III: Teaching/Learning Strategies Described in the Literature* is a collection of summaries of some of the major research in the field of reading. The *Appendix* is divided into 10 commonly used words and 20 lesson plans to a series of Black Line Masters that can be duplicated for the classroom. Finally, the 10-page *Glossary* at the end is very thorough.

In closing, it is important to note two other comments offered by fieldtesters. First, it was felt that although the information provided was not new, it was presented in a unusually comprehensive and interesting way. Secondly, the book is about children's learning and does not take into account adult experiences or difficulties. Despite these concerns, I would recommend Reading Instruction that Makes Sense as a valuable book for any instructor's resource collection.

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From *Reading Instruction that Makes Sense* by Mary Tarasoff
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Sample Page

- Alphabetic — focus on letters of alphabet first and spelling words out loud
- Phonics — focus on learning letter/sound relationships first
- Whole Word — focus on learning words first
- Language Experience — focus on recognizing words in student's oral language written down
- Whole Language — focus on words and letters within whole texts and reading for meaning (see also Figure 1)

Over the years there have been different approaches to teaching reading.

Theories and models can be useful if they are chosen appropriately. If the user is aware of their limitations and biases, they can be helpful in understanding how to teach reading. The key is not whether theories are right or wrong, but rather, do they increase or limit our understanding about what is really happening? Do they guide us to effective teaching practices? Do children benefit from the approach that the model suggests?

Theories and models are helpful if interpreted carefully and their limitations acknowledged.

Theories, models, or beliefs which give rise to principles and goals of reading instruction must be recognized for what they are — *a framework from which to start*. They must be revised when new experiences and evidence dictate. They must be based on studies of individuals, not just of groups. Often research

I think the strength of each program is

_____

_____

_____

_____

_____

_____

_____

_____

Programs Based on Different Approaches

Basal Reader

- series of graded texts organized in sequential order of difficulty

Individualized Reading

- wide variety of materials, individual teaching conferences and record keeping

Language Experience

- student-created (dictated or written) materials

Linguistic

- reading material emphasizing consistent letter/sound relationships and regular spelling patterns

Literature-Based

- wide variety of quality literature

Theme-Based

- areas of interest determine what texts and literature to use

Phonics

- reading materials emphasizing sound/letter relationships explicitly taught, programs varied in rate and sequence of introduction of phonics elements
  - Synthetic (instruction proceeds from teaching letter sounds, and blending sounds to form words), or
  - Analytic Approaches (instruction begins with words known to students to generalize phonics relationships in similar words)

Figure 1. Different Reading Programs.

Title:	Come to the Library Series: Books 1 to 4
Co-ordinator:	Suzanne Ives
Publisher:	British Columbia Library Association
Available:	British Columbia Library Association, 110-6545 Bonsor Avenue, Burnaby, BC, Canada V5H 1H3 Phone: (604) 430-9633 Fax: (604) 430-8595
Price:	free at time of printing
ISBN:	0-9692614-5-4
Level:	functional/independent
Reviewer:	Helen Thomas

Come to the Library Series

The British Columbia Library Association's collection of four books: Welcome to the Library: an Adult Literacy Learner's Guide, May I Help You?, Getting a Feeling for Public Libraries and Books, and Trying out your Library's Computer, Microfiche or Card Catalogue is a wonderful introduction to the library for adult learners. The first book gives valuable information about what is available at the library, how students feel going there for the first time, and advice about going to the library with families, classes or tutors. The second book contains details about who goes and why, who works at the library, how to get a card and how to take out books and other materials. The third book describes browsing and its value, how the library is set up including the Dewey Decimal System, and tips for talking about books. The final book is about the different types of catalogues, particularly how to use the computer catalogue.

Library staff, literacy instructors and adult learners came together in focus groups to help plan and later to field test the materials. Learners contributed short quotes and longer stories to try to give other students reasons for reading, a desire to visit the library and ways to help them enjoy their first visit so they will continue to go to the library.

There are interviews with a tutor, a literacy instructor and a librarian who describe why they feel going to the library is important for adult learners and how to make the experience both comfortable and useful.

These books are illustrated by excellent photos taken in several different libraries. The print is clear and easy to read and there are generous amounts of white space. Each book has a brightly coloured cover and there is an attractive logo that was designed by Joseph Coburn, one of the adult learners.

The "Come to the Library" Project and series of books was funded by the BC Ministry of Education, Skills and Training and the National Literacy Secretariat, Human Resources Development Canada. Thomas Quigley was the instigator and Project Manager. These books clearly present their message, "It's never too late to start going to the library."

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From Welcome to the Library: an Adult Literacy Learner's Guide, Book 1 by Suzanne Ives
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Ministry of Education, Skills and Training

Sample Page

The Come to the Library Learner Group welcomes you to the *Come to the Library Series!*

Welcome

This book is for adult learners who are thinking about going to the library for the first time or considering going back.

Your local public library is a place where you and your family can borrow a wide variety of books. You can also borrow films, videos, cassette tapes, compact disks and magazines.

A lot of the people who helped to write this book started going to the library as adults. The adult learners' stories and statements which you will read in this book were written by a group of adult learners from Victoria, B.C. Fifty-nine adult learners from Prince George, Salmon Arm, Terrace and Vancouver field-tested the books in this series to help make them more useful for you.

We hope that what you read in this book will help you.

It is never too late to start going to the library.

Title:	SPELLEX® thesaurus
Publisher:	Curriculum Associates
Available:	Curriculum Associates, Esquire Road, P.O. Box 2001, North Billerica, MA Phone Toll Free: 1-800-225-0248 Fax: 1-800-366-1158 B.C. Representative: Howard Greaves, 419 Cambridge Way, Port Moody, B.C. V3H 3V1 Phone: (604) 939-4565
Price:	1-4 books: $9.80 each 5 or more $5.60 each
ISBN:	1-55916-761-5
Level:	all levels
Reviewer:	Joyce Vowles

SPELLEX® thesaurus

The Spellex® thesaurus is a useful companion to the Spellex® Word Finder (reviewed in Bulletin #11). Students find this is an easy book to use with clear, large print and abundant white space.

There are over 1200 entries in this book, with 3 to 5 synonyms per word. Each entry includes the part of speech and a sentence to show how the word can be used. Students appreciate this information. Unfortunately, there is only one meaning given for each word, and there are no antonyms included. There are blank pages at the back of the book for your own notes, and these could be used for new words, extra meanings, or antonyms.

Like the Word Finder, the SPELLEX® thesaurus is a tall, narrow book that you can find easily in the bottom of a bookbag. It is a good introduction to the use of a thesaurus.

Sample Page

q
qualified

From *SPELLEX® thesaurus*
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q

qualified *(adj)* able, capable, competent, skilled

An astronaut is qualified to fly in a spacecraft.

quality *(n)* characteristic, feature, mark, property, trait

Look at the excellent quality of the craftsmanship.

quantity *(n)* amount, body, bulk, measure, total

Fishing nets catch fish in vast quantity.

quarter *(n)* area, district, neighborhood, region, zone

The lights went out in our quarter of the town.

queer *(adj)* curious, odd, peculiar, strange, weird

Seeing my look-alike gave me a queer feeling.

question *(v)* ask, examine, inquire, interrogate, quiz

The lawyer will question the witness during the trial.

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The Bulletin's Board

Seniors Writing Circle

Three wonderful publications came out of this project co-sponsored by Vancouver Community College and Kiwassa Neighbourhood House and financed by a cost-shared grant from the BC Ministry of Education, Skills and Training and the National Literacy Secretariat, Human Resources Development Canada. *Memories of Days Gone By* and *Treasure of Memories* are personal stories written by members of the Seniors Writing Circle and *Lil's Story: An Ordinary Woman* is written by Lil Crowther, a long distance member of the Seniors Writing Circle. These stories are illustrated by personal photos of the authors, drawings by Betty Chiu and photos from the Vancouver Public Library Special Collections.

New Ordering Address and Book for Saara Publications

The new ordering address for Saara Publications is P.O. Box 495, Conway, SC, U.S.A. 29526. In addition to *Relax and Enjoy Your Life* and *How To Get The Job You Want* which were reviewed in Bulletin 13, there is another book available called *The Power of Choice* by Carol Thompson. It was published in 1993 and has the same format and positive approach as the earlier books.

A Guide to Adult Basic Education in Women's Bridging Programs

Mary Carlisle has produced this invaluable guide funded by a cost-shared grant from the BC Ministry of Education, Skills and Training and the National Literacy Secretariat, Human Resources Development Canada. Although it is planned as a fourteen-week program with only four hours of classes per week, the materials could easily be adapted to a longer program or a different schedule. The book is divided into five sections: *Introduction*, *Learning and Study Skills*, *Read, Discuss and Write*, *Mathematics* and *Bibliography*. There are a number of useful handouts including self-assessments, book report forms, articles for a unit on multiculturism and mathematics reviews.

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LITERACY MATERIALS RECOMMENDATION FORM

Title _____

Author _____ **Publisher** _____

Level (please circle) ***Basic (0-3)** ****Functional (4-6)** *****Independent (7-9)**

Why do you recommend this title: _____

_____

_____

_____

_____

Please attach a copy of one page and table of contents.

Recommended by: _____

_____

_____

LITERACY MATERIALS REQUEST FORM

What kind of material(s) would you like the Literacy Materials Committee to seek out, field test and review? Please include information about the content, level, and format (book, video, software, etc.) you require: _____

_____

_____

_____

_____

Requested by: _____

_____

_____

Send completed forms to:

Literacy Materials Committee
c/o Victoria READ Society
720 Linden Avenue
Victoria, BC V8V 4G7

The Literacy Materials Bulletin received funding for 1995-96 from the National Literacy Secretariat: Human Resources Development Canada and the BC Ministry of Education, Skills and Training and the Canadian Give the Gift of Literacy Foundation

THE LITERACY MATERIALS

BULLETIN

15

Spring 1997

• instructors • tutors • learners • administrators • coordinators • librarians • resource centres • learning centres •

What is the key to the usefulness of the *Literacy Materials Bulletin*? The Committee feels that the crucial component is the work done by the students and instructors who field test the materials. Without their comments, we would not be able to write reviews or make suggestions about how to use each new item.

At least three instructors and their students report on each book, record and video. Not only do we use the reports to decide which materials to review and what aspects to comment on, we often quote what individual learners or instructors have written or said to us. The Committee feels that the quotes, particularly the student quotes, add a great deal to each review. In fact, they are often what attracts the reader's attention to a certain review. We don't name each contributor individually because there are so many and we have limited space, but if you want to be named, please tell the reviewer.

Katie Molloy from the College of New Caledonia, Quesnel is leaving after almost five years contributing to the Literacy Materials Bulletin. Her enthusiasm and energy, knowledge of materials and adult learners' needs were appreciated by us all. Nancy DeLury from the College of New Caledonia, Burns Lake has agreed to take Katie's place.

The Committee would like to thank Bridget Bruneski, an instructor from Malaspina University College, Duncan for writing the review of Enriching Our Lives: Poetry Lessons for Adult Literacy Teachers and Tutors. A special thank you to the National Literacy Secretariat: Human Resources Development Canada and the BC Ministry of Education, Skills and Training who have provided funding for all fifteen Literacy Materials Bulletins.

The Literacy Materials Committee is using the First Class program for electronic conferencing and e-mail. We are able to communicate more effectively with each other through this new technology. You can reach me at HThomas@hubcap.mlnet.com.

Helen Thomas

The Literacy MaterialsCommittee

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Title:	The Tutor's Toolbox
Author:	Bill Graham
Copyright:	Province of British Columbia, Ministry of Education, Skills and Training, 1996
Available:	Literacy BC, 622 - 510 West Hastings Street, Vancouver, BC V6B 1L8 Phone: 1-800-663-1293 Fax: (604) 684-8520
Price:	free
Level:	tutors and instructors
Reviewer:	Katie Molloy

The Tutor's Toolbox

The Tutor's Toolbox is a truly great resource for all trained adult literacy tutors. Bill Graham, the author, brought his many years of experience working with adult literacy students to bear when choosing the twenty-five useful techniques included in this book. It is particularly recommended for volunteers who have waited for some time before being matched or for those going on to a new student. I believe all tutors and instructors would find many useful ideas within.

This spiral bound book is particularly easy to use. It has good print size and lots of white space. Each of the strategies is succinctly and clearly explained; many include variations giving the tutor several options for continuing work on a given topic.

It begins with a table of contents followed by an introduction. Strategies for *The Language Experience Story* are followed by a variety of useful phonics techniques. The section on reading covers ideas on helping fluency as well as many on comprehension, ending with a series entitled *Reading Workouts* which are guaranteed to provide variety and fun for the tutoring pair. The next section deals with a number of writing starters, spelling strategies and sentence play ideas. We are then reminded of all the wonderful *Games & Incentives* we can encourage our students to play. Tools 22, 23 and 24 are specific to English as a Second Language students and include ideas on dialogue and pronunciation. The last strategy is appropriately enough, a look at many publication options available to basic literacy students.

The book ends with a section on resources for tutors including a number of titles on writing for adult basic literacy students.

With its many proven strategies, I highly recommend The Tutor's Toolbox as an excellent resource for all the busy tutors and instructors involved in adult literacy.

12. NEWSPAPER

TECHNIQUES:

Previews

Using two copies of a newspaper, show your student how to preview the news and search for details. Back issues are usually available free for this purpose from the newspaper office.

Headliners

Read only the headlines and try to guess the subject and details of each story. Then read the story and discuss the accuracy of the headline.

Match-ups

Clip four or five stories from the newspaper, clip off the headlines, and try to match the stories and headlines. Encourage your student to search quickly for the main idea in each story.

Jumbles

Clip a story, cut it into paragraphs, and have your student try to reassemble it in a logical order, remembering that news writing is like an inverted pyramid, with the most important facts at the top. The opening paragraph should be correctly identified, but

subsequent paragraphs may be sequenced in more than one way.

Cutlines

Clip the captions from some newspaper photos and ask your student to match them or write new captions in newspaper style.

Colour Me Yellow

Using two copies of a newspaper, read an editorial, a letter to the editor, or a column with your student. Ask her to mark with a yellow highlighter words or phrases which carry opinion or bias.

Random Lines

Place a ruler across several columns of type and copy all the words on that line. Add additional words to join these random lines together into a standard sentence. Assure your student that silly or bizarre thoughts are acceptable because the purpose of the exercise is to develop flexibility and skill with connectives.

Ad Decoding

Translate the advertising shorthand of a display or classified ad into full sentences of standard English.

From *The Tutor's Toolbox* by Bill Graham
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Ministry of Education, Skills and Training

Sample Page

Title:	Outgrowing the Pain: A Book For and About Adults Abused as Children
Author:	Eliana Gil, Ph.D.
Illustrator:	Sally Haskell
Publisher:	Dell Publishing (a division of Bantam, Doubleday, Dell Publishing Group, Inc), 1988
Available:	from your local bookseller
Price:	$11.95
ISBN:	0-440-500006-0
Level:	independent and instructor
Reviewer:	Pauline Waterfall

Outgrowing the Pain: A Book For and About Adults Abused as Children

This book has seven short chapters on the topic of abuse including definitions, symptoms, reactions, after-effects and patterns. The last two chapters give some suggestions for recovery and healing. Key concepts are highlighted with bold lettering and drawings. The book was field tested with First Nations adult learners who disclosed abuse issues stemming from childhood experiences. Some ABE students drop out of the regular school system because of overwhelming obstacles which may resurface as issues or patterns surface and are recycled. This is further complicated by intergenerational experiences of institutional abuse as is now being disclosed about residential schools.

The book was given as a follow-up to counselling sessions about abuse issues. Students commented that this book affirmed that they were not alone and that their responses were "normal." One student found that the book could be read only in small increments because of the unbearable pain which surfaced. Another used it for reference as she underwent court proceedings in charging her abuser.

The readability level is not suitable for basic literacy level unless it is used as a resource for one-on-one guided reading. It is appropriate for independent readers. Close follow-up should be conducted if it is read without deliberate intervention or guidance because of the feelings it will undoubtedly stir. There is reference to some common reactions which may influence a vulnerable reader who is still at risk. For example, the notion of suicide is referred to as one response to abuse and disclosure.

This book is a better resource for counselors who may find it useful to refer to specific sections which are appropriate to the experiences of those who have suffered abuse. There are proactive suggestions on overcoming abuse issues and recognizing how destructive patterns are recycled and prohibit personal development. Sometimes the trust relationship between student and teacher lends itself to this healing process and so this book would be a useful resource for both. Holistic learning benefits all.

From *Outgrowing the Pain: A Book For and About Adults Abused as Children* by Eliana Gil, Ph.D.
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Sample Page

Fear

As the memories of abuse are examined, you may suddenly find yourself feeling unsafe and fearful again. A certain amount of this is a normal response to geting in touch with painful memories, but if it persists or prevents you from leading a normal life, consult a professional.

Shame

Shame is another typical response to remembering the abuse and accepting yourself as a previously abused child. You may feel embarrassed to tell others thinking that you are somehow defective or that you came from a disturbed family. As you begin to accept that you were not responsible for the abuse, and that your parents had a problem many people have, you may feel less embarrassed.

Relief

Finally, you can talk about it! Many adults abused as children have felt alone in their suffering for years. They learned to keep their thoughts and memories to themselves. Accepting the truth, as well as talking about it with others, can bring a deep sense of relief. **It is as if energy, previously spent on keeping a secret, is suddenly freed up to apply elsewhere and to pursue more positive changes.**

Title:	Short Subjects in Mathematics
Author:	Deborah Adcock
Publisher:	Options Inc., 1994
ISBN:	1-56936-121-5 (Book 5)
Available:	Options, Inc. , PO Box 1749, Merrimack, NH 03054-1749 Phone: 1-800-782-7300 Fax: 603-424-4056
Price:	$23.75 per book $156.30 per 7 book set
Level:	all levels
Reviewer:	Helen Thomas

Short Subjects in Mathematics

Each of the seven books in this series contains 180 problems. These books are a teacher resource that can be reproduced. The problems are divided into six major categories: numeration, number theory, data analysis, measurement and money, geometry and pre-algebra. Each question is designed to focus on one specific category. The problems are presented in random order which provides a review of material already studied or an introduction to a new topic.

The print is easy to read and there is good white space in these workbooks. There are diagrams, graphs, geometric figures, number lines and charts which provide varied practice for students in a number of important areas.

Students found the problems both challenging and interesting. These problems were developed for elementary school-aged students and a few of the problems are clearly meant for these students. For example, one question involves baseball cards and another uses absences in an elementary school. If you or your students found this a difficulty, questions that seemed to be intended for children could be left out.

These workbooks can be used in a variety of ways including group work, whole class or individual homework assignments. I enjoyed using a few of these problems with students every day. However, some students were keen to practice on their own and would work ahead in the book.

The use of terminology such as perpendicular, scalene triangle, prime numbers and so on was very valuable. These problems work to reinforce class instruction and to provide the repetition that is needed to make mathematical terminology a part of a student's vocabulary.

I recommend the series, Short Subjects in Mathematics, to vary the type of work done in class and increase the amount of problem solving.

From *Short Subjects in Mathematics, Book 5* by Deborah Adcock
Reproduced by kind permission of Options, Inc. (93% of actual size)

Sample Page

Numeration

101. Which set contains mixed numbers that can be rounded to the same whole number?

A.	$15\frac{1}{4}$	$16\frac{1}{2}$	$16\frac{1}{15}$
B.	$11\frac{3}{4}$	$12\frac{1}{4}$	$12\frac{1}{3}$
C.	$18\frac{2}{3}$	$17\frac{3}{4}$	$18\frac{1}{4}$

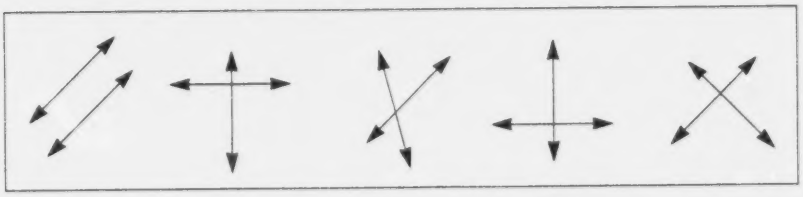
Number Theory

102. A fruit basket contains 6 apples, 3 oranges, and 4 bananas. What is the ratio of apples to bananas?

A. 4 to 6
B. 3 to 6
C. 4 to 3
D. 6 to 4

Geometry

103. How many pairs of perpendicular lines are in the box? Circle them.

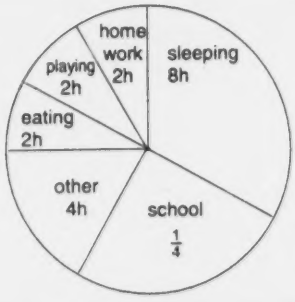


Number Theory

104. One pack of baseball cards contains 6 cards. How many packs does Raul have to buy if he wants 27 cards?

Data Analysis

105. Find the error in this circle graph. How would you correct it?



Title:	The Canadian Oxford Picture Dictionary
Authors:	E.C. Parnwell and M. Grennan
Publisher:	Oxford University Press Canada, 1996
Available:	Oxford University Press Canada, 70 Wynford Drive, Don Mills, ON M3C 1J9 Phone: 1-800-387-8020 or (416) 441-2941 Fax: 1-800-665-1771 or (416) 441-2941
Price:	$16.95
ISBN:	0-19-434915-2
Level:	basic
Reviewer:	Jan Weiten

The Canadian Oxford Picture Dictionary

The Canadian Oxford Picture Dictionary is a useful resource for basic learners. Its clear and colourful illustrations depict many of the typical objects, people and situations that one might encounter during the course of a day. The categories range from *People and Relationships* to *Electronics and Photography* to *At the Beach* with almost everything imaginable in between!

The Picture Dictionary has been used enthusiastically by learners in our program. One of its benefits is that it gives beginning writers the ability to say what they want to say, using words that they may have difficulty spelling but which are related to objects, people and places in their daily lives. This means that an activity such as journal writing, which most learners enjoy immensely, can become more of an independent exploration of self and language. Learners are able to find the words with which to describe their experiences without having to rely on the instructor or another person for spelling. Despite the considerable length and detailed nature of the book, students quickly discover which categories are the ones that are relevant and can find them again when they want to refer to them. For example, one of our learners was an accomplished gardener. He found the sections entitled *Vegetables*, *Fruits*, and *Seasonal Verbs* extremely useful.

Another aspect of the dictionary that learners will appreciate is that it does have Canadian content. There are sections on *Canada Post*, *Canadian Currency*, *Canadian and Provincial Emblems* and *Government in Canada*. In addition, there are more subtle indications that this book is meant for Canadians. For example, bilingual road signs, the Canadian flag in the background, and a Canadian index card in the library setting show an attempt to make this a truly Canadian adaptation. The Picture Dictionary also illustrates people of many different races at work and play. However, there is no attempt made at including anything from different cultural experiences in the dictionary. The clothing, food and settings all seem to be that of the dominant "white North American" culture.

The dictionary includes a table of contents and an index which is composed of key words, a pronunciation guide and page references. It is available in a monolingual (English only) edition and bilingual (French, Chinese and Spanish) editions which give the other language in blue print next to the English word.

It is satisfying to find such a colourful resource as The Canadian Oxford Picture Dictionary at the basic level. I hope learners and instructors will find it both helpful and enjoyable.

From *The Canadian Oxford Picture Dictionary* by E.C. Parnwell and M. Grennan
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Sample Page

36 The Bathroom

1. curtain rod
2. curtain rings
3. shower cap
4. shower head
5. shower curtain
6. soap dish
7. sponge
8. shampoo
9. drain
10. stopper
11. bathtub
12. bath mat
13. wastepaper basket
14. medicine chest
15. soap
16. toothpaste
17. hot water faucet
18. cold water faucet
19. sink
20. nailbrush
21. toothbrush
22. washcloth
23. hand towel
24. bath towel
25. towel rack
26. hair dryer
27. tile
28. hamper
29. toilet
30. toilet paper
31. toilet brush
32. scale

Title:	Chicken Soup for the Soul: 101 Stories to Open the Heart and Rekindle the Spirit
Authors & Compilers:	Jack Canfield & Mark Victor Hansen
Publisher:	Health Communications, Inc., 1993
Available:	local bookstore
Price:	$19.95
ISBN:	1-55874-262-X
Level:	functional, independent
Reviewer:	Helen Thomas

Chicken Soup for the Soul: 101 Stories to Open the Heart and Rekindle the Spirit

Chicken Soup for the Soul is an inspiring and heartwarming collection of stories, quotes, poems, lists and cartoons. The book is divided into seven sections: *On Love*, *Learning to Love Yourself*, *On Parenting*, *On Learning*, *Live Your Dream*, *Overcoming Obstacles* and *Eclectic Wisdom*. Each section begins with an inspirational quote. Although most of the articles are about American people and take place in the United States, the message is universal.

The print size is large and there is plenty of white space. All the stories are brief. No story is more than six pages long and most are two or less. Several students mentioned that it was the length of the stories that particularly attracted them. It meant they could complete one story or even two in a short reading or tutoring session. Some learners used the stories as a starting point for their own writing.

Several instructors read the articles to their class in order to start a discussion or to pave the way for student writing. One piece that provoked a good deal of discussion because of recent events was "Make It Come True." It talks about a young boy who manages to overcome great obstacles in order to become a famous football player. The story is about O.J. Simpson.

One instructor reported that one of her students thought this was the greatest book ever. A second instructor reported, "the book gave one woman inspiration and hope for her continued recovery. Another purchased it as a gift for a fellow student who was grieving the death of a loved one." Other students wrote that the stories were "interesting" and "touching".

I like the fact that Chicken Soup for the Soul is a book which is read by people of every level of education and is available from the neighbourhood bookstore. It is a good addition to your classroom library for independent reading, for shared reading and for the teacher to read to the class. You may also be interested in purchasing the other books in the series or the excellent CD-Rom.

From *Chicken Soup for the Soul* written and compiled by Jack Canfield and Mark Victor Hansen
Puppies for Sale by Dan Clark
Reproduced by kind permission of Health Communications, Inc.

Sample Page

Puppies For Sale

A store owner was tacking a sign above his door that read "Puppies For Sale." Signs like that have a way of attracting small children, and sure enough, a little boy appeared under the store owner's sign. "How much are you going to sell the puppies for?" he asked.

The store owner replied, "Anywhere from $30 to $50."

The little boy reached in his pocket and pulled out some change. "I have $2.37," he said. "Can I please look at them?"

The store owner smiled and whistled and out of the kennel came Lady, who ran down the aisle of his store followed by five teeny, tiny balls of fur. One puppy was lagging considerably behind. Immediately the little boy singled out the lagging, limping puppy and said, "What's wrong with that little dog?"

The store owner explained that the veterinarian had examined the little puppy and had discovered it didn't have a hip socket. It would always limp. It would always be lame. The little boy became excited. "That is the little puppy that I want to buy."

The store owner said, "No, you don't want to buy that little dog. If you really want him, I'll just give him to you."

The little boy got quite upset. He looked straight into the store owner's eyes, pointing his finger, and said, "I don't want you to give him to me. That little dog is worth every bit as much as all the other dogs and I'll pay full price. In fact, I'll give you $2.37 now, and 50 cents a month until I have him paid for."

The store owner countered, "You really don't want to buy this little dog. He is never going to be able to run and jump and play with you like the other puppies."

To this, the little boy reached down and rolled up his pant leg to reveal a badly twisted, crippled left leg supported by a big metal brace. He looked up at the store owner and softly replied, "Well, I don't run so well myself, and the little puppy will need someone who understands!"

Dan Clark

Title:	Enriching Our Lives: Poetry Lessons for Adult Literacy Teachers and Tutors
Authors:	Francis E. Kazemek and Pat Rigg
Publisher:	International Reading Association, 1995
Available:	International Reading Association, 800 Barksdale Road, Newark, Delaware 19714, United States
Price:	$14.95 US
ISBN:	0-87207-137-5
Level:	instructor
Reviewer:	Bridget Bruneski

Enriching Our Lives: Poetry Lessons for Adult Literacy Teachers and Tutors

This book is a clear introduction to the world of poetry and how poetry can enhance the lives of adult students. As the authors write, "Poetry helps us to understand ourselves and our world; it helps us see ourselves and our world in new ways."

The material in the book covers a broad range of interesting ideas and poetry formats. The authors, Kazemek and Rigg, have drawn on a wide repertoire of poetry types, music as narrative poetry, and the intriguing "Found Poetry." The sample page opposite gives a good idea of what such poetry is and the precise instructions typical of this book.

The nine lesson plans are clear and specific, while being easily adaptable. They give sufficient detail to conduct a good lesson, while encouraging alternate paths and further development from the original ideas presented.

There is also information on various subjects necessary for the mechanics of writing: vocabulary, phonics, punctuation, and spelling. I particularly like the way in which these authors reinforce the concept that "Spelling serves writing." A short final chapter deals with publication of student work, whether typed neatly for students themselves or produced in a book form for a wider audience.

Although each chapter clearly leads on to the next, most chapters can be taught as single units. In our field testing, we did not have the class time to work through all chapters. The sections I chose were not consecutive, but had a clear connection linking them.

The subject matter and the presentation of material are both suitable for a wide range of students. As the book is a teaching resource, instructors can use it in a multitude of ways. One instructor, who used the book solely as a reference, commented that the "poetry samples are accessible to students" and the material is "well set out." Even though the book is entitled for Adult Literacy, it need not be limited to that, as the ideas could be used effectively for students of many ages and reading levels. A colleague used the section on "Crazy Poems" with grade 10 and 11 adult students. By enjoying playing around with words and creating "nonsense on purpose," these students learned to pay close attention to the meaning and function of words - a goal of instructors at any level of adult education.

The final aspect that deserves credit is the excellent list of resources, which has already led me to some interesting poetry for use with the sample lessons of this book.

Enriching Our Lives has certainly enriched my life and the lives of the students who helped field test this book.

From *Enriching Our Lives: Poetry Lessons for Adult Literacy Teachers and Tutors*
by Francis E. Kazemak and Pat Rigg
Reproduced by kind permission of International Reading Association (93% of actual size)

Sample Page

FOUND POETRY

Found poetry is fun to read and write. More importantly, found poetry encourages adult developing readers and writers to pay closer attention to the print that surrounds them in their daily lives. It fosters students' appreciation of the most common or simple texts, both their own and those written by others. It celebrates the poetry that we all speak and write naturally, if only we take the time to recognize it. Last, found poetry is something that adult students can share and play around with at home. Writing and reading this poetry is an ideal parent-child activity that will help promote intergenerational literacy.

Getting Ready

- Read through the complete lesson.
- At least a few weeks before the lesson collect newspapers with advertisements, grocery flyers, and coupons.
- Gather enough pairs of scissors, tape, markers of different colors, and blank paper for your students' use.
- Read aloud several times "This Is Just to Say." Try reading it as a simple note. Then read it as a poem, emphasizing the rhythm of the lines.
- Write a note poem, a grocery list poem, and a sports metaphor poem, which are all described later in this chapter, as models for your students.

Starting the Lesson

- Write the poem "This Is Just to Say" on the chalkboard or on newsprint without line breaks and with punctuation. Read it aloud to your students while they follow along. Read it a second time.
- Then ask your students if they write notes to other people in their households, notes that they perhaps tape to the refrigerator ("Don't eat all the ice cream!") or leave on the kitchen table or dresser ("Take out the garbage. Then do your homework. I'll be home late. Love, Mom.").
- Encourage a whole-class discussion of the kinds of notes people write, why they're written, and where they're placed.
- Show the class the correct form of "This Is Just to Say." Read it aloud a couple of times, emphasizing the rhythm of the lines. Have the class read it with you as a poem. Then read it together once again as a note. Explore with students what makes one a poem and the other a note. They will probably comment on the arrangement of the words on the page and the attention to particular words through placement; perhaps they'll also note rhythm and repetition.

BEST COPY AVAILABLE

Title:	Spelling Strategies You Can Teach
Author:	Mary Tarasoff
Publisher:	Active Learning Institute, 1994
Available:	Active Learning Institute, PO Box 6275, Victoria, BC V8P 5L5 Phone: (250) 477-0105 Fax: (250) 477-9105
Price:	$22.95
ISBN:	1-895111-00-5
Level:	instructors and tutors
Reviewer:	Lorrie Lane

Spelling Strategies You Can Teach

Spelling Strategies You Can Teach is a valuable instructor/tutor resource. I recently had the opportunity to use this book as I prepared tutor training workshops, and I shared with the tutors many of Tarasoff's suggestions.

The author looks at the learning process and the teaching process. As she states at the beginning, the book's purpose is "to provide you with knowledge about spelling based on research findings and practical teaching findings and practical teaching experiences. Suggestions, not prescriptions, are given." To reach this goal, these topics are included: spelling strategies, spelling knowledge and developmental stages, assessment and evaluation.

Spelling should make the writing process easier. To accomplish this, a student requires a variety of spelling strategies and knowledge of a coding system for writing down sounds and meaning. I find the specific methods for teaching spelling very helpful. Some of these include: visualization, letter sequence patterns, rhyming words, and mnemonics.

For me, the format of this resource facilitates its use. As is shown on the sample page, main ideas are boldfaced and written in the left-hand column; explanations of these main ideas are written on the right-hand side.

Appendix A provides a word list resource that can be used to teach phonetic sounding out or word analogy strategies, for example, words for teaching short and long vowel sounds, silent letters, the "ed", "t", "d" sounds of "ed", contractions, homonyms, and so on. Appendix B includes some useful rules for spelling multisyllabic words.

Although this book focuses on children, it can easily be adapted to teaching adults.

"Poor" spellers tend to use phonological cues and don't proofread effectively

"Poor" spellers, when asked to spell a word, tend to respond first with an emotional/kinesthetic "response" — feeling uncomfortable, looking down or embarrassed, saying "I'm not a good speller" or "Don't ask me, I never could spell." When they do attempt to spell they tend to try to sound out words (Dilts, 1988) and do not exhibit an awareness of their strategies. Overreliance on rules about sound/symbol relationships and/or a lack of this knowledge (Anderson, 1985; Bruce & Cox, 1983) is characteristic of their strategy and has limited their spelling development. Some poor spellers do use visual information — they can recognize when a word is incorrectly spelled — but they do not know how to correct it.

Strategies You Can Teach

(to facilitate learning and talking about spelling)

Strategies that you need to know about so that you can identify what students are or are not using effectively

1. Develop the student's ***self-confidence*** and ***belief*** that he/she is capable of being a competent writer. Teach the student how to evaluate his/her ability and monitor his/her own progress. (Help develop a metacognitive awareness.)

2. Continue to promote the student's ***intrinsic motivation***
   a) to be aware of spelling,
   b) to be interested in words,
   c) to use effective spelling strategies, and
   d) to increase the number of automatically spelled words.

3. Develop ***rich*** listening and reading ***vocabularies*** and expand speaking and writing ***skills***.

Not all students need to know or use all these strategies

4. Be aware of the student's ***developmental stage*** and develop the student's ***willingness to risk*** and to "invent" spelling.
   a) In beginning stages this invented or developmental spelling relies on the student's phoneme/grapheme knowledge.
   b) In later stages this is also a strategy for generating (guessing) alternative spellings which can be compared. In fact part of the mature spelling process is to "invent" spellings for unfamiliar words using morphological and semantic as well as phonological knowledge.

This is a resource for you to draw on as you deal with many students who have a wide range of learning styles

Title:	Eating Right
Series:	For Your Information (Written in collaboration with the American Institute for Preventative Medicine)
Publisher:	New Reader's Press, 1994
Available:	Artel Educational Resources Ltd., 5528 Kingsway, Burnaby, BC V5H 2G2 Phone: Toll Free 1-800-665-9255 Local: (604) 435-4949 Fax: (604) 435-1955
Price:	$13.00
ISBN:	1-56420-021-3
Level:	functional, instructional
Reviewer:	Iris Strong

Eating Right

Although we did not do any whole class work with this book, Eating Right was a definite hit in my classroom! In these times of confusing and conflicting information regarding health and nutrition, students were delighted to get their hands on a book that covers so much of the important information in such a simple way. It seemed to be just what many students, both male and female, had been seeking.

Part of the appeal of this little handbook is its manageable size and weight. It is a light, compact 95 page soft cover reference that many students were happy to carry home and back. The simple cover - bright cherries on a buff background - is eye-catching, yet uncomplicated and adult. The layout is attractive with lots of white space, large, bold headings, and several easy to interpret charts and tables. There are some graphics that are both charming and informative, without being childish or cumbersome. These are real eye-catchers, and help learners find the information they are seeking.

The chapters have titles that clearly identify what they are about: *Nutrients*, *Getting Good Nutrition*, *Life Stages and Nutrition*, *Planning and Preparing*, *Shopping*, *Handling Food*, *Eating Out* and *Weight Control*. As well, there is a preface that begins, "Information is power" and an introduction that opens with, "Most people like to eat." Learners said the "catchy" writing made them keep reading. The introduction presents some life stories of people who want to improve their diets and the conclusion suggests the realistic, healthy changes made by those people. A particularly appreciated feature of the book is the *Glossary*, which explains forty-four words such as anemia, cholesterol, fiber and saturated fat.

My only criticism of this useful resource is that in the "To find out more" information boxes the telephone numbers are American. A worthwhile project would be to have students find out the best local source of information for each of these topics and insert the appropriate address or phone number. These boxes cover such topics as cancer, diabetes, heart disease, shopping smart and nutrition.

An interesting note is that many who chose the book did so because they felt a need for information. After reading it, several said they felt better because they found out that they already knew more than they thought they did!

From *Eating Right*
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Sample Page

Vitamin	Food Source
A	liver, eggs, enriched milk and dairy products, dark green vegetables, deep yellow fruits like apricots, peaches, cantaloupe, carrots, sweet potatoes, pumpkin, squash
B1	meat (especially pork), liver, fish, green peas, beans, collard greens, oranges, asparagus, whole grains, wheat germ, nuts, yeast
B2	liver, kidneys, lean meat, chicken, tuna, sardines, milk and dairy products, eggs, dark green vegetables, whole grains, beans
B3	liver, lean meat, fish, chicken, turkey, milk, eggs, nuts, beans, dark green vegetables, whole grains
C	oranges, tangerines, grapefruit, strawberries, cantaloupe, brussels sprouts, broccoli, green peppers, collard greens, cauliflower, cabbage, tomatoes, asparagus

Title:	The Art of the Animator (Part 3)
Films:	*Paradise* (Ishu Patel), *The Street* (Caroline Leaf), *Elephantrio* (John Weldon), *The Wanderer* (George Ungar), *Charles and Francois* (Eo Hoedeman), *A Sufi Tale* (Gayle Thomas) and *Nightangel* (Jacques Drouin)
Producer:	National Film Board
Available:	National Film Board. Toll Free 1-800-267-7710
Price:	$39.95
Level:	all
Reviewer:	Jan Sawyer

The Art of the Animator (Part 3)

The Art of the Animator (Part 3) is a wonderful addition to an instructor's library of resources. This video is a collection of seven animated films: *Paradise* (Ishu Patel), *The Street* (Caroline Leaf), *Elephantrio* (John Weldon), *The Wanderer* (George Ungar), *Charles and Francois* (Eo Hoedeman), *A Sufi Tale* (Gayle Thomas) and *Nightangel* (Jacques Drouin). They vary not only in their subject matter and length, but also in the techniques used by their film-makers. Parts 1 and 2 of this series discuss the making of these seven selections while providing excerpts from the films demonstrating the film-making process.

I have only used three of the films to date. *Paradise* was the favourite; however, each film was selected as a first choice by at least one of the students. Initially, I showed *Paradise* to my class and we discussed how the brilliant colours and music were used to enhance the story that was told with no words. Then each student wrote a brief summary. Ann Marie wrote, "This video was about a black bird. He didn't like his colour. He wanted to be like the other beautifully coloured birds." Arlene stated, "The little black bird wanted what he couldn't have. He wanted to be like the bird in the palace and would do anything to get there. But once he did get there he realized that his life was better after all." The following day we were joined by a class of 14 Japanese students. Together, we watched *Paradise*. After a lively discussion, led by the fundamental class, they divided into mixed groups and wrote haikus that were first written in English and later written in Japanese characters.

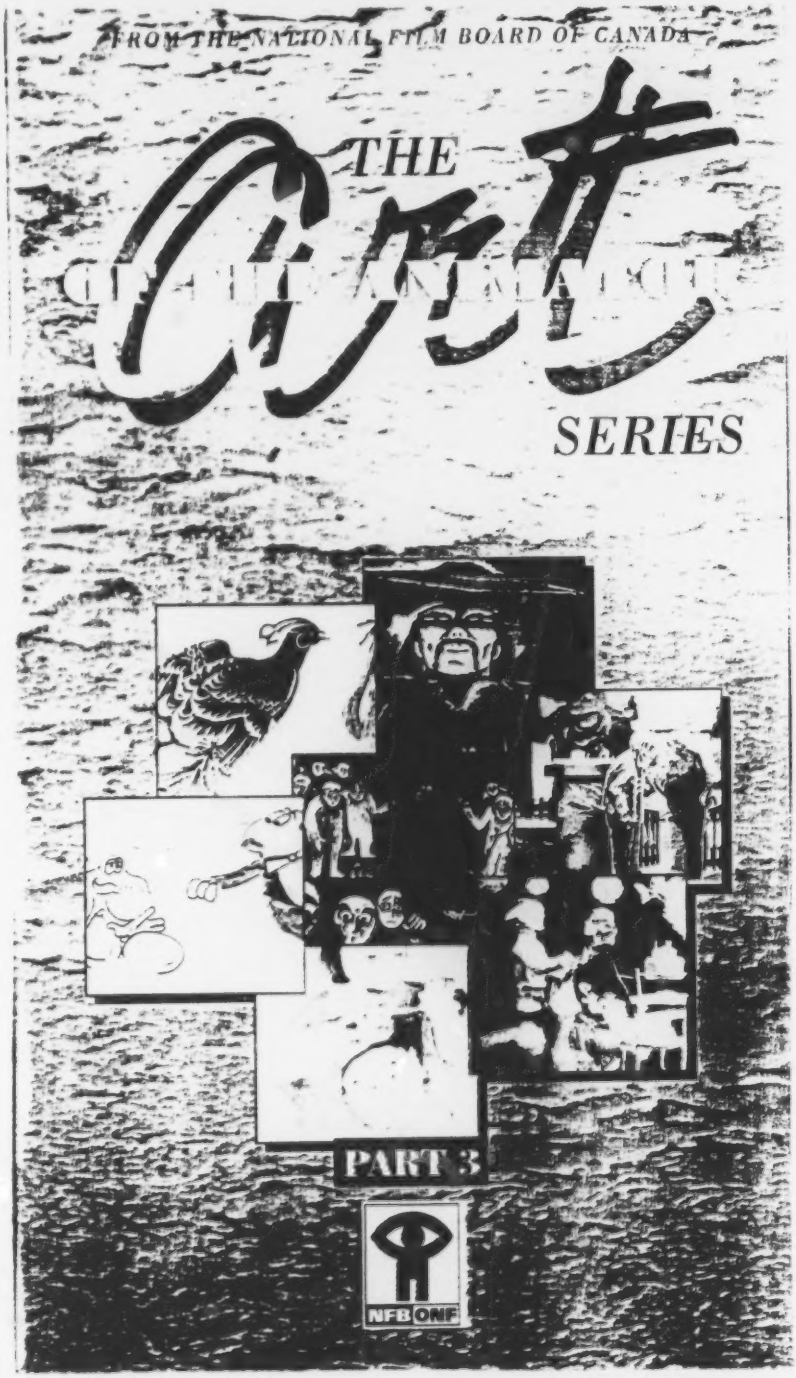
A Sufi Tale is based on a Persian parable. It has been used many times by staff at Malaspina College as a "springboard to writing." Evelyn writes that beginning level students are asked two questions: "What did you see?" and "What did you think about?" There is no dialogue in this film, so it lends itself to a variety of interpretations and interesting discussion. At the upper level, instructors have taken the opportunity to "discuss creation myths and the commonalities in all religions and philosophies." Reviewers have also talked about how sounds, not words, are used in this black and white film to portray different emotions, and then they have one group make sounds and another group put an emotion to it.

The Street, based on a short story by Mordecai Richler, was the other film I used with similar success.

The Art of the Animator (Part 3) uses a combination of sound, colour and animation to tell stories that provide a wealth of language study opportunities for the adult learner. I can't wait to use more of these films.

Photo from the National Film Board production, *Art of the Animator(Part 3)*
Reproduced by kind permission of National Film Board

Sample Page



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Title:	A First Thesaurus
Authors:	Harriet Wittels and Joan Greisman
Publisher:	Golden Books Publishing Company, Inc., 1991
Available:	local bookstore
Price:	$12.95
ISBN:	0-307-15835-7
Level:	functional
Reviewer:	Joyce Vowles and Helen Thomas

A First Thesaurus

Building a resource library, particularly one accessible to students at a range of reading levels, can be a frustrating experience. How do we help students expand their vocabularies while still maintaining their sense of control and competence?

The Committee has chosen several reference books, each aimed at a slightly different level. Each one is designed with a specific reading level and purpose in mind. Any or all of these books would make a welcome addition to any classroom library. In Bulletin 14, we looked at the Spellex Thesaurus. This time we are examining A First Thesaurus and in Bulletin 16 and 17 we will look at other reference books.

A First Thesaurus has clear, easy-to-read print. The antonyms are highlighted in red which makes them noticeable. There are over 2000 entries with up to 6 synonyms per word.

Certain words are illustrated which can be useful for beginning readers or English as a Second Language students. The illustrations are attractive pen and ink drawings which are not at all childish. However, many of the people pictured are children as this thesaurus is designed for children. Some words are shown with multiple meanings, but there are no parts of speech given nor are sentence models provided.

There is a section called, "Using the Thesaurus" which explains how to use a thesaurus and warns the reader that not all synonyms can be substituted into the same sentence. It also explains that words can have multiple meanings and that one word may have different meanings and pronunciations.

This is an easy-to-use resource that is very popular with students.

From THE FIRST THESAURUS by Harriet Wittels and Joan Greisman
©1991 Golden Books Publishing Company, Inc.
Used by permission.

Sample Page

put place, lay, set, deposit
puzzle mystery, problem, enigma

Q

quarrel

quaint charming, old-fashioned
quake shake, tremble, vibrate, shudder
qualified able, capable, fit, competent, suited unfit
quality trait, feature, characteristic
quantity amount, sum, number
quarrel argue, fight, disagree, differ, dispute, bicker agree
queer odd, strange, peculiar, unusual, weird normal
question ask, inquire, interrogate answer
quick 1. fast, rapid, swift, speedy slow
quick 2. bright, alert, smart, sharp, keen dull, slow
quiet silent, still, hushed noisy
quit stop, end, cease, halt, conclude, discontinue, finish continue
quiver shake, tremble, shiver
quiz test, examination
quote repeat, echo, cite

Title:	The 1997 Canadian Encyclopedia Plus
Publisher:	McClelland & Stewart Inc., 481 University Avenue, Suite 900, Toronto, Canada M5G 2E9
Price:	$54.95 (Macintosh and Windows version on the same disc)
Title:	Microsoft Encarta
Publisher:	Microsoft Corporation, 1 Microsoft Way, Redmond, Washington WA 98052-6399
Price:	$99.95 deluxe version (2 CD-ROMs, more multi-media, free monthly updates) $84.95 educational price $52.98 standard version (These are all Windows versions.)
Level:	functional/independent
Available:	local computer store
Reviewer:	Evelyn Battell

Microsoft Encarta and Canadian Encyclopedia Plus

If you have computers with a CD-ROM player, both of these encyclopedias are appealing. Students find the CD-ROM form more useful than the book form. There are bigger, brighter pictures and there are sounds and animations that help them understand the words. Both have readings by some authors, performances by singers and dancers and contain some newsreel footage. The interactive nature of the computer makes research more exciting and satisfying.

Students at Victoria READ report liking the speed the CD-ROM was capable of and being "impressed with the way I could watch a moving bald eagle fish in a lake...or hear a lion roar from his African home." "The CD-ROM is great. It has a lot of useful information on Nova Scotia and Edmonton so I wrote a report on both places."

Of these two encyclopedias, Encarta is bigger than Canadian Plus. It covers more details from other countries, such as flags and anthems. It has over 7000 "media" items including maps, animations, photos, and interactive graphs which allow you to change the shape or content of the graph. Every year, Encarta comes out in a bigger and better version.

Canadian Plus (published in 1996) has just over 3000 media entries. It covers more Canadian topics and covers them more thoroughly than the American Encarta. It is always a relief to find articles that will mention Atlin Lake, Elijah Harper, portage, Abbotsford, Bill Reid, Dene, Bloc Quebecois, etc. In particular, it gives the correct names for the First Nations tribes (Heiltsuk, Tlingit, etc.) and provides information about the different tribes.

Both programs will print graphics and articles in different font sizes and you can save to your word processor so you can edit the article. In both, the reading level is higher than we would like for fundamental students. Canadian Encyclopedia Plus is at about a grade 10 level using a standard readability scale and Encarta is about grade 7. This review comes out at grade 8.5 on the same scale. Both encyclopedias take some figuring out. It is not obvious what the on-screen buttons do, but students are often more at home in the computer world than instructors. Some students in Waglisa are using Canadian Plus in their home study course. They were given an orientation and since then have pretty much figured it out on their own.

Often one or more students become whizzes at computer programs simply through trial and error; they are usually willing and even eager to become helpers to other students who aren't as confident with a program. I have had one student help others with their research and everyone benefits enormously.

The Bulletin's Board

Learning Together Playing Together

One of the most attractive and appealing books to come across my desk recently is Learning Together Playing Together: A Family Literacy Program Guide: In home and group activities. This delightfully illustrated guide was funded by a cost-shared grant from the National Literacy Secretariat of Human Resources Development Canada and the BC Ministry of Education, Skills and Training. The project, sponsored by The Cranbrook Boys' and Girls' Club and College of the Rockies, consisted of four components: An Infant and Toddler group, a Saturday Play group, In-Home support and College Connection. Some of the ideas which intrigued me were the "Garage Sale Treasure Hunt," "Aggression Cookies" and the 5 easy steps to "turn the drudgery of shopping ino a fun,...new learning experience for you and your child." This program guide is available from The Cranbrook Boys' and Girls' Club, 1404 2nd North, Cranbrook, BC V1C 3L2 Phone: 250-426-3830 Fax: 250-426-3036.

New Ordering Address for Burton Goodman Readers (Jamestown Publishers)

These extremely popular short story collections were reviewed in Bulletin 10. They have been joined by two more books, Encounters and More Encounters. These books are now available through Curriculum Associates, P.O. Box 2001, North Billerica, MA 01862-0901 Phone: 1-800-225-0248 Fax: 1-800-366-1158.

Gateway to Canada

Gateway to Canada by Virginia L. Sauve and Monique Sauve is a wonderful teacher resource for literacy and fundamental level students. It is an attractive text with up-to-date information and interesting approaches for a study of Canada. It is available through Oxford University Press Canada, 70 Wynford Drive, Don Mills, ON M3C 1J9
Phone: 1-800-387-8020 Fax: 1-800-665-1771.

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LITERACY MATERIALS RECOMMENDATION FORM

Title _____

Author _____ **Publisher** _____

Level (please circle) ***Basic (0-3)** ****Functional (4-6)** *****Independent (7-9)**

Why do you recommend this title: _____

_____

_____

_____

_____

Please attach a copy of one page and table of contents.

Recommended by: _____

_____

_____

LITERACY MATERIALS REQUEST FORM

What kind of material(s) would you like the Literacy Materials Committee to seek out, field test and review? Please include information about the content, level, and format (book, video, software, etc.) you require: _____

_____

_____

_____

_____

Requested by: _____

_____

_____

Send completed forms to:

Literacy Materials Committee
c/o Victoria READ Society
720 Linden Avenue
Victoria, BC V8V 4G7

The Literacy Materials Bulletin received funding for 1996-97 from the National Literacy Secretariat: Human Resources Development Canada and the BC Ministry of Education, Skills and Training

MINISTRY OF EDUCATION
SKILLS AND TRAINING
Colleges and Program Planning
DEC 2[illegible]97
Log #

THE LITERACY MATERIALS

BULLETIN

16

Fall 1997

• instructors • tutors • learners • administrators • coordinators • librarians • resource centres • learning centres •

The first step in producing the Bulletin is identifying materials that might be used in an adult literacy program. The Committee finds these by talking to students and instructors, reading publishers' catalogues and professional journals, and visiting publishers' representatives, libraries and bookstores.

Once a year, we meet to decide on the materials to be field tested. It is always important for us to decide on a variety of materials. All members make lists of approximately ten books that they would like to review. The books that are chosen by at least three Committee members are ordered for field testing.

After the books are purchased and distributed by the chairperson, the members decide whether to use the materials themselves or to have another instructor field test them. During the field testing learners and instructors evaluate each book, video, CD-ROM, etc. This is the most crucial step in deciding if the material is truly effective for our purposes. The three members who field test each material and others who are familiar with it decide whether or not to review each item and who the reviewer will be . Once these choices have been made and a sample page decided on, the chairperson sends away for copyright permission for the sample page to be included in the Bulletin.

When the reviews are written, the chairperson does the desktop publishing. The results are proofread by volunteers from the Victoria READ Society. Literacy BC keeps track of subscribers and provides mailing labels for the more than 600 Bulletins that are produced.

In this issue of the Bulletin there are two guest reviewers. Audrey Large, a student from Malaspina University College, Duncan wrote the review of Life in the Fast Lane: Our Bowling Club. Barbara Bate, moderator for the Family Literacy Conference that is part of Literacy BC's electronic teleconferencing project, has provided us with a description of what is available through the conference. Anyone can have access to the information posted on the conference and can borrow the materials from Literacy BC. Thank you both for taking the time to do this for us.

We are very grateful for ZONTA International's donation to the Literacy Materials Bulletin's 1997 printing costs .

Helen Thomas

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Title:	Life in the Fast Lane: Our Bowling Trip
Editors:	Paula Smith and Tamara Riddle
Publisher:	Trent Valley Literacy Association, 1995
Available:	Trent Valley Literacy Association, 345 Aylmer Street North, Peterborough, Ontario K9H 3V7
Price:	$7.00 plus shipping
ISBN:	0-9699859-0-8
Level:	basic
Reviewer:	Audrey Large

Life in the Fast Lane: Our Bowling Trip

Life in the Fast Lane: Our Bowling Trip is about adults from a school getting together to go bowling. Bowling is a fun thing and you can meet new friends. Bowling is for people of all ages. Some of the people in the book are disabled but they didn't care if they were disabled or not.

The book talks about teams helping each other, laughing and feeling good about yourself. When they got a strike, they shout and tell each other they did good work. When Cathy's ball went in the gutter, they assured her that she would do good next time. People that bowl or would like to learn about bowling would enjoy this book. A class of beginners could read the book together. Better readers could read it on their own. The book would be easy for people that are good readers. They might find it boring.

Every other page is a photograph. They are happy, cheerful pictures. There are four to twenty words on each page and lots of white space. The book is not racist or sexist. It's just people out there having fun, having a good time, bowling.

From *Life in the Fast Lane: Our Bowling Trip* edited by Paula Smith and Tamara Riddle
Reproduced by kind permission of the Trent Valley Literacy Association

Sample Page

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Title:	Family Issues Series
Authors:	Linda Ribaudo and Darlyne Walker
Publisher:	New Readers Press, Publishing Division of Laubach Literacy International, Syracuse, New York
Available:	Artel Educational Resources Ltd., 5528 Kingsway, Burnaby, BC V5H 2G2 Phone: Toll Free 1-800-665-9255 Local: (604) 435-4949 Fax: (604) 435-1955
Price:	$21.95 (for one set of four booklets)
ISBN:	1-56420-062-0
Level:	basic
Reviewer:	Lorrie Lane

Family Issues Series

The Family Issues Series of the Today's World Collection includes four separate books: *Going Back to School*, *Getting Married*, *Many Kinds of Families* and *Domestic Violence*. The story in each book is approximately twenty pages in length and is followed by a variety of activities such as: comprehension questions, graphs, charts, puzzles, and suggestions for discussion and writing.

My experience has been that beginning readers enjoy these books because the stories are ones that students can readily relate to. The collection "explores the everyday challenges affecting the lives of many adults today in their families, communities and work." One man in our program, after reading *Going Back to School*, said, "I like this story because it could be about me." The topics, length of each story, size of print and the graphics in each book are appealing to the reader.

Students from other programs shared their feeling about this series:

Getting Married - "I learned about trusting the person for love and about understanding him or her."

Domestic Violence - "In this story, I found out how domestic violence, the victim and the abuser cycle work."

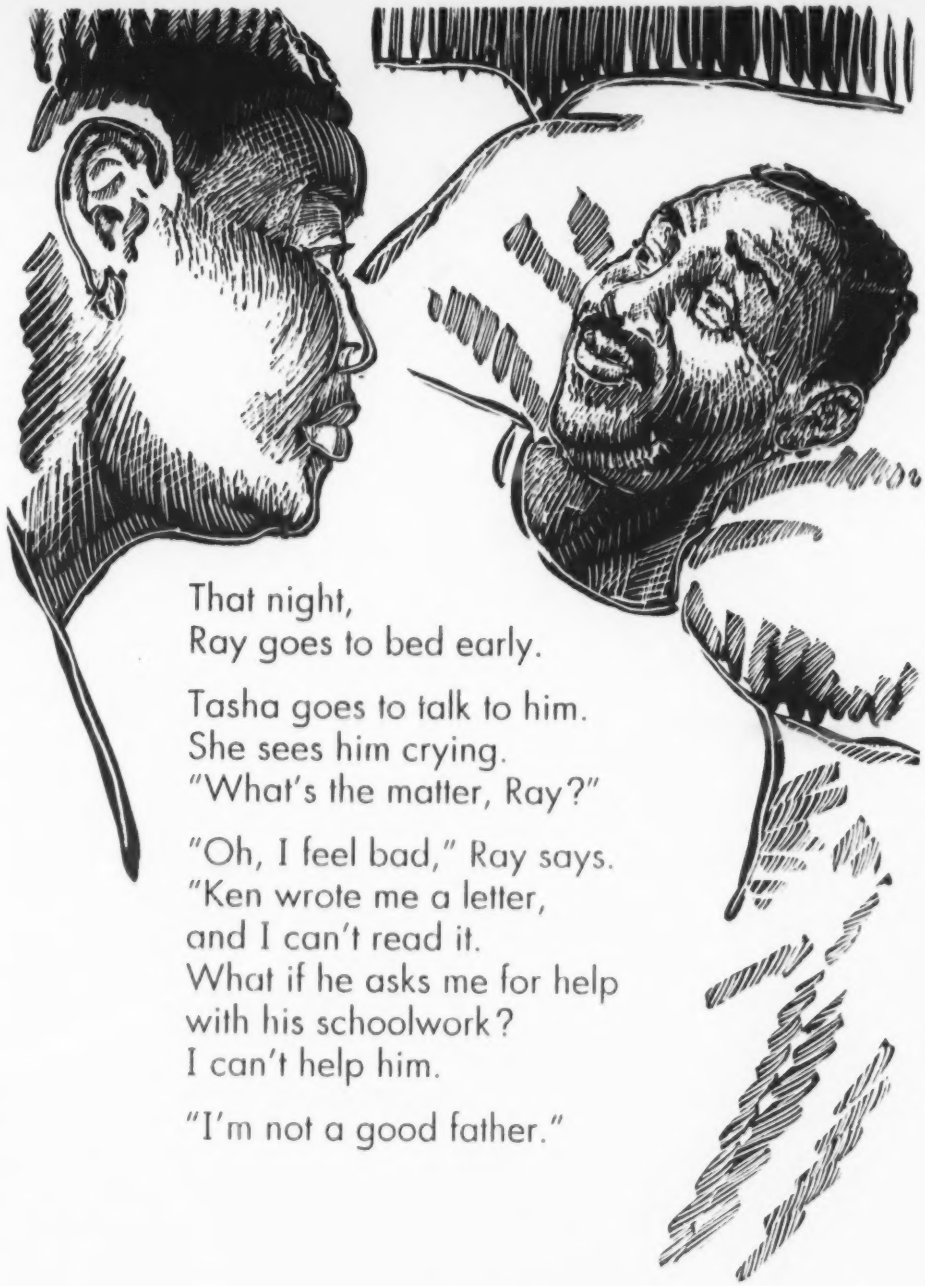
Many Kinds of Families - "This story made me think about all the different families you have if your parents split up and then marry someone else. Sometimes it's really hard."

Going Back to School - "I know how much it hurts if your child asks you to read something and you can't."

I highly recommend this series for the beginning reader.

From *Going Back to School* by Linda Ribaudo and Darlyne Wlker and illustrated by Gerald N. Bates
Reproduced by kind permission of New Readers Press

Sample Page



That night,
Ray goes to bed early.

Tasha goes to talk to him.
She sees him crying.
"What's the matter, Ray?"

"Oh, I feel bad," Ray says.
"Ken wrote me a letter,
and I can't read it.
What if he asks me for help
with his schoolwork?
I can't help him.

"I'm not a good father."

Title:	The Sacred Tree
Coordinator:	Phil Lane Jr.
Publisher:	The Four Worlds International Institute for Human and Community Development, 1985
Available:	Local bookstore or Four Worlds International Institute for Human and Community Development, 1224 Lakemont Blvd, Lethbridge, Alberta T1K 3M4 Phone:(403) 321-7144 Fax: (403) 329-8383
Price:	$12.00
ISBN:	1-896905-00-5
Reviewer:	Pauline Waterfall

The Sacred Tree

The Sacred Tree presents aboriginal cultural and spiritual teachings embodied in a universal view of interrelated wholeness and health. The teachings of the "Medicine Wheel" symbolize the four races (red, white, black, yellow), elements (earth, air, fire, water), and human nature (physical, mental, emotional, spiritual). Personal, environmental, and societal balance is presented relative to natural order and laws. The book promotes that this balance is the key to sustainable alternatives with the demise of the earth's balance and resources.

Field testing responses were mixed. Two instructors and several students felt the book helped them better understand and gain insight into basic aboriginal world views and culture. One commented that it "...requires time to feel and experience and live its teachings." A student said, "It's spiritually enlightening." All say that it is an adult-oriented book and students noted that some words were "hard to read" such as: "volition, detachment, perseverance, and tenacity." One instructor found it a challenge to get responses from aboriginal students. The illustrations were well liked and teachings well received.

This is an excellent resource to supplement courses such as Career and Personal Development, First Nations Studies, Lifeskills, and Social Studies. A complete curriculum package is available through Four Worlds Development and includes: 25 texts, 4 videos, 7 resource books, posters etc. for $550. The curriculum guide is $48. A two day in-service workshop is designed to familiarize teachers with learning strategies such as talking circles, games, journal writing etc. Of note, the curriculum is being reviewed for accreditation. Four Worlds Development Web site address is: http://nucleus.com/4worlds and its Email address is 4Worlds@upanet.uleth.ca.

There may be concern about cultural appropriation or generic stereotyping, but this book is an excellent resource in presenting spiritual and traditional views to promote cultural bridging, racial unity and holistic healing. The basic concepts can be customized to local cultural relevance, traditions, customs and beliefs in a structured, guided research project with an integrative approach.

From *The Sacred Tree* coordinated by Phil Lane Jr.
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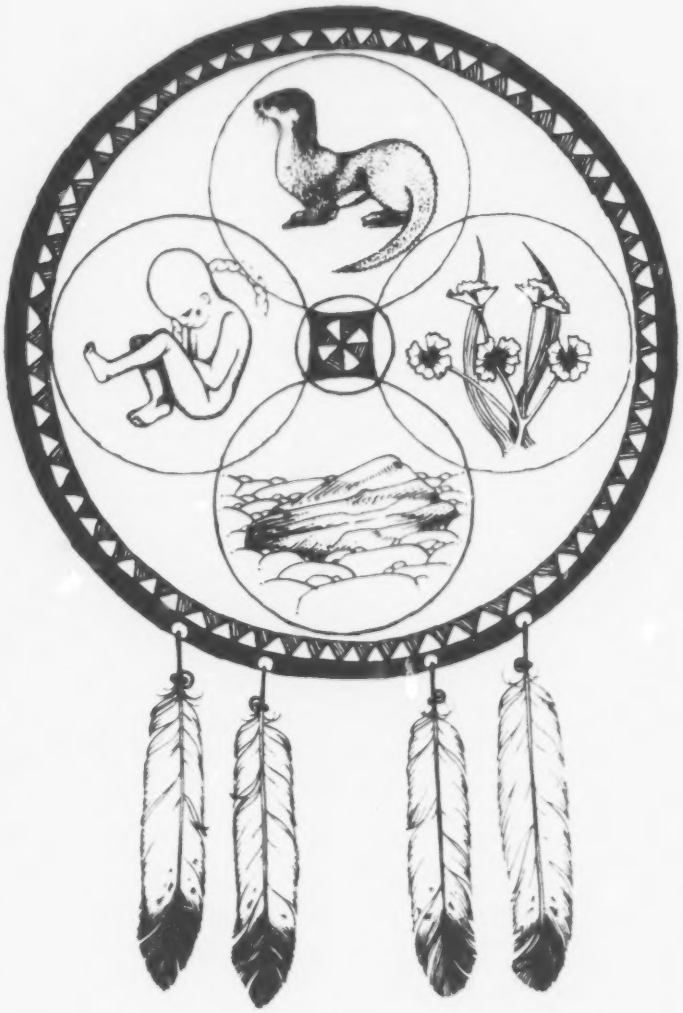
for Human and Community Development

Sample Page



Our journey around the wheel is a symbolic one. What we are really doing is using the patterns found in nature, such as the turning of the seasons, to understand our own selves. We can do this because the universe, in all of its splendor and complexity, is reflected within our own beings.

The medicine wheel is a symbolic tool that helps us to see that interconnectedness of our being with the rest of creation.

Title:	Breaking the Cycle
Editor:	Vicky Austin
Publisher:	Project Literacy Victoria, 1996
Available:	Project Literacy Victoria, 930A Yates Street, Victoria, B.C. Phone: (250) 381-3755 Fax: (250) 381-4911
Price:	free
Level:	functional, independent
Reviewer:	Iris Strong

Breaking the Cycle

Breaking the Cycle is an Adult Literacy Cost Shared Project between the British Columbia Ministry of Education, Skills and Training and the National Literacy Secretariat. It is the result of a series of workshops put on by Project Literacy Victoria. Its aim is to provide information and activities for adult learners and their children and to help build support and success within families who worry about the cycle of illiteracy.

The plain language, large clear print and clutter-free pages make for easy reading. Each section is organized with bold headings often written in question form, and the corresponding information is given in clear statements that are often bulleted or numbered for easy reference.

The chapter on learning disabilities can be used as a springboard for lots of discussion and follow up. The signs of a possible learning disability and AD(H)D are listed, along with coping strategies and sources of further information. After reading this chapter, one student felt so encouraged, he wrote, "I found the manual well written and easy to understand and gave me a lot to think about in my problems...I will do what it takes."

The chapter on *Learning Together* is also useful for any parent. Although the community activities focus specifically on the Victoria area, plenty of suggestions are given for inexpensive or free summer fun in any community. Library visits, crafts, make believe, hobbies, art, music and museum trips are all suggested; creativity and curiosity are emphasized.

Although *Managing Anger* is a rather simplistic treatment of the styles of anger, it provides an excellent springboard for further discussion and study. Learners can enjoy doing the thirty question quiz to determine their style, and may then choose to engage in follow-up work to understand, learn from and manage their anger.

I am delighted to have several copies of this publication in my classroom and happy that parts may be copied for classroom or tutorial use. Learners have read all or parts, and like it. One said, "I've found the information very helpful in my own growth in learning and my self-esteem has increased! I would really recommend the contents of this book as a learning tool for all those concerned."

From *Breaking the Cycle* edited by Vicky Austin
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Sample Page

How do you make anger 'healthy'?

✓ Know you are angry.

✓ Know what is making you angry.

✓ Know how to be calm:
- count to 10
- take 3 deep, slow breaths
- take time away from the situation
- practice imagining you are in a peaceful place

✓ Know how to let go of the anger:
- practice using the right words
- practice talking clearly about the anger
- practice talking to the people you're angry with
- do some physical activity -- go for a walk,
- do some exercise
- learn what helps to keep you calm

✓ Know the solution:
- compromise, forgive or accept

✓ Know when to get help and be brave enough to ask.

Title:	Looking for Work...Learning the Skills Workbook
Authors:	Julia Melnyk and Janet Robertson
Publisher:	Information Development and Marketing, Alberta Advanced Education and Career Development
Available:	Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta T5L 4X9 Phone: (403) 427-2767 Fax: (403) 422-9750
Price:	1-9 copies $9.50 each 10+ copies $8.00 each
ISBN:	0-7732-1712-6
Level:	all levels
Reviewer:	Lorrie Lane

Looking for Work...Learning the Skills

Looking for Work...Learning the Skills Workbook uses activities and applications that provide skills for people looking for employment. It has been specially designed for those reading and writing at a basic level, as demonstrated by the generous print size and the use of plain language. Sufficient space is provided for the students' written responses throughout the workbook.

Realistic, interesting stories relate to each of the chapter topics. As one student stated, "I like the stories. They are about things that really happen. I learned new things, and I would tell a friend about this book."

One instructor who has used this workbook in her program feels it is suitable for young and old, and poor to good readers. The wide range of topics makes this workbook beneficial for all adults who are seeking employment. Some of these topics include: setting a job goal, understanding where to look for work, writing a resume and a covering letter, getting ready for a job interview, filling out forms, and finding a literacy program in the community.

Some examples of pages I found very time-saving and appropriate for a job-search include:

1. checklists for:
   - •the day before the interview
   - •making a good first impression
   - •personal skills
   - •filling out forms
2. model examples
   - •resume
   - •covering letter
3. sample forms
   - •application for a bank account
   - •entering a contest
   - •registration for a child's school
   - •application for employment

Looking for Work...Learning the Skills Workbook is highly recommended as an excellent resource for an employment skills course. As one instructor states, "The whole book identifies literacy as a personal issue, one that should continue after getting work..that's a good perspective to give the student."

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From *Looking for Work...Learning the Skills Workbook* written by Julia Melnyk and Janet Robertson
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Sample Page

WHAT EMPLOYERS WANT

If you were an employer, what kind of workers would you want?

Alan got a job washing hair at a hair salon. The owner told him that he had to start work at 8:30 a.m. Alan arrived at 8:30 a.m. the first day. The owner was annoyed. She explained to Alan that if he starts work at 8:30 a.m., he has to be at work 10 or 15 minutes before that. She reminded him that he has to get the supplies ready and put on his smock before starting work. Alan apologized. He took the owner's criticism and learned from his mistake. After that he got to work 15 minutes early. Alan learned his job quickly. A few days later his boss complimented him on his positive attitude.

SeriesTitle: Women of Our Time
Some Titles: *Amelia Earhart: Courage in the Sky, Helen Keller: A Light for the Blind, Mother Teresa: Sister to the Poor, Laura Ingalls Wilder: Growing up in the Little House*
Authors: Mona Kerby, Kathleen V. Kudlinski, Patricia Reilly Giff
Publisher: Puffin Books
Available: local bookstore
Price: $4.99 to $6.99
Level: functional, independent
Reviewer: Nancy DeLury

Women of Our Time

This delightful series, Women of Our Time, is endowed with warm and accurate biographies of interesting women of the twentieth century. Many of their names have become "household words" which students have heard and they are eager to find out more about these people.

There are more than 20 books in this series all relating to women who have overcome an adverse situation or a disability to achieve success. Some of these women were unconventional in their time and became an inspiration for others to follow. The human interest covers the gamut of emotions from childhood determination to adult success. It is powerful reading for all levels of students. The subjects are from varied backgrounds and interests giving the reader a wide choice of topics when choosing the first book. Students report that the books are high interest and provide inspiration. They often choose to read several books from this series.

The books are divided into chapters (eight or fewer) of 6 to 10 pages in length. They are bound in colourful covers in an easy to hold size of 5 by 8 inches. The print is of good size, the writing is clear and direct, and the illustrations are plentiful, making it a very readable series.

At the back of each book the authors give to the reader their thoughts about how and why they wrote the book. This personal touch brings the book and the author closer to the reader.

Strengths of this Series

The Women of Our Time books can:

- be read in a relatively short time,
- provide good material for students who are learning to write book reports,
- maintain a high interest level and
- provide an introduction to biographies.

This series is a valuable addition to classrooms and libraries for functional and independent readers.

Sample Page

From *AMELIA EARHART Courage in the Sky* by Mona Kerby and illustrated by Eileen McKeating.
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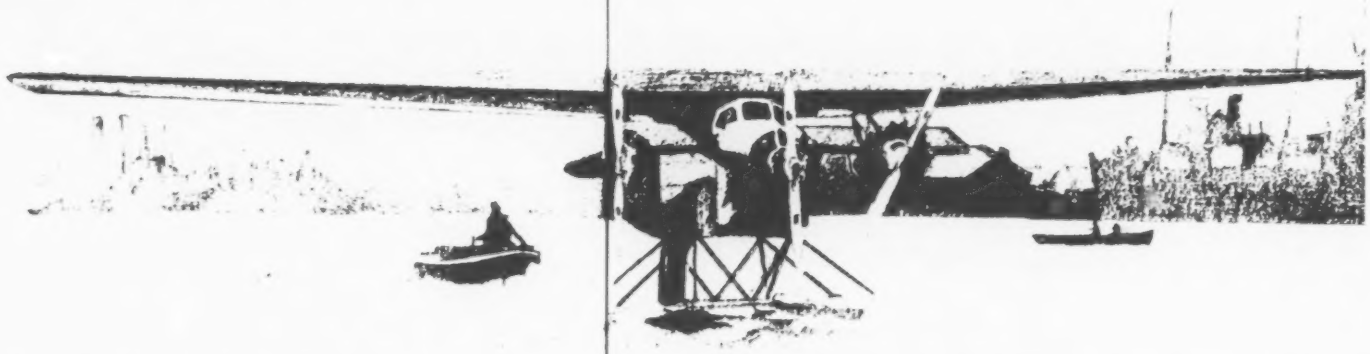

When Amelia picked up the phone, a man asked her a question which changed her life.

She agreed to meet with the man and some of his friends that evening. Their talk centered on the important question, "Would you like to fly the Atlantic?" There was only one answer for Amelia. "Yes," she replied.

In 1928, only seven planes had successfully crossed the Atlantic Ocean. No woman had ever made the trip.

Mrs. Amy Guest of England bought a plane and hired a crew. She wanted to be the first woman to fly across the Atlantic Ocean. Her family was afraid for her to make the trip. She asked George Palmer Putnam of the American publishing company to find a woman pilot to take her place.

The year before, Putnam's company had published the pilot Charles Lindbergh's story, *We*, about his own flight across the ocean. Putnam was eager to sell another book and make some more money. He found a woman pilot—Amelia Earhart.

Mrs. Guest paid for the flight. She made Amelia captain of the plane, and said that Amelia would make all the decisions during the flight. However, Amelia would not fly the plane since she did not have as much experience as the crew. And she would not get any money. The pilot Wilmer (Bill) Stulz received $20,000 while the mechanic Lou (Slim) Gordon received $5,000.

Amelia agreed to Mrs. Guest's rules. Amelia knew that this flight would open doors for her later, both in writing and in flying. Besides, Amelia explained, she wanted to do it for the fun of it.

For its time, the plane, named the *Friendship*, was gigantic. With huge tanks of gas, the 3-engine plane

Title:	Propriety and Possibilities: Writing in Adult Basic Education Programs
Authors:	Helen Woodrow and Mary Norton
Publisher:	Harrish Press, 1996
Available:	Harrish Press, 18 Leslie Street, St. John's, NF Canada A1E 2V6 Phone: (709) 753-8815 Fax: (709) 753-8856
Price:	$10.00 plus GST, postage and handling
ISBN:	0-9681338-1-9
Level:	instructors and tutors
Reviewer:	Helen Thomas

Propriety and Possibilities Writing in Adult Basic Education Programs

Propriety and Possibilities: Writing in Adult Basic Education Programs invites us to journey to Newfoundland to explore ideas that will affect our attitude toward writing and writing instruction. Its blue-gray and sepia tinted background photograph of a fishing village and small individual photographs of participants' faces and hands, is as appealing as the title. The book is short, only 64 pages, but it is extremely well organized with writing samples, photographs, excerpts from Helen's notebook, suggestions from the workshops, a bibliography and a list of useful resources.

The book is divided into two chapters. *Chapter 1: The Writing Project* provides background information about the closure of the cod fishery in 1992 and the subsequent programs that encouraged these workers to attend Adult Basic Education programs and train for new careers. It then discusses the philosophy behind the project, and some important guidelines that could be used for creating your own program.

One instructor pointed out that the first chapter is "an effective reminder that some of our students have a background of fear around language and its 'proper' use. I found it interesting that not only the learners, but some of the instructors and writers leading the workshops, had this shame instilled in them at an early age. How sad that...feeling shame at not being able to 'say it right' leads us to think that we have nothing to say at all." This chapter emphasizes the importance of writing as a way to preserve, share and show the value of personal culture, language and history. It shows how school can "provide (students) a place to engage in a variety of writing practices and to explore possibilities in their writing." It emphasizes the value of sharing your writing in groups and in published form.

Chapter 2: Getting Down to Writing has many excellent ideas for writing and working together to revise work. These include telling stories, using the writing process approach, sentence starters and getting and giving feedback. My favourites are the ideas on the sample page and I-Search Papers. Another instructor found Form Poetry and Work Poetry provided new ideas to use with her students.

This book is an excellent resource for instructors of literacy, upgrading and Adult Basic Education classes.

From *Propriety and Possibilities: Writing in Adult Basic Education Programs*
by Helen Woodrow and Mary Norton
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Sample Page

Pick One

Newfoundland author Helen Fogwill Porter asked people to write using objects she had gathered and tossed into a tote bag. There are probably a hundred objects you could choose for this activity: a toy car, spool of thread, clock, loonie, safety pin, mitten, postcard, key or birthday candle. If you're uncertain about whether an item could work, sit down and see what it conjures up in your imagination.

Each writer reaches into the bag, picks an object, and writes for five minutes or whatever time is appropriate for the group. Let writers know they are not being asked to describe the object, though some might prefer to do that. They should use the object as a trigger. It might make them think of some association – an incident from the past, something they read about, an image, or a topical issue. For example, Terrie Cox pulled a knitting needle out of the bag. Look at her finely crafted lead sentence: "I'd like to be as thin as a needle, but I'm as round as a ball of wool."

Freewriting

Workshop participants tried a strategy called freewriting. It focuses a writer's attention on the content, away from the surface features of print. This is how we asked workshop participants to freewrite:

> Write for about five minutes.
>
> You'll get a freewriting guide. A guide can be a word, a few words or a sentence. Use yours to help you get started. Read it, begin writing and don't stop until the time is up.
>
> Write whatever comes to mind.
>
> Always move forward. Never look back at what you've written.
>
> Don't lift your pen from the page.
>
> If you get stuck, write "I'm stuck" or "This is a funny way to write."

Freewriting is described in *From the Shoreline* and in a number of other resources. In the project survey, one instructor said she/he used freewriting, but most participants seemed less familiar with the idea. It proved to be a popular and helpful technique; in the telephone survey, a number of students named it as one of the useful things they learned at the workshop. It was also mentioned in many session evaluations:

> I really liked the idea of freewriting. The concept of writing what you feel first and punctuate after really appealed to me.

Title:	If You Could See Me Now!
Editors:	Evelyn Battell and Kate Nonesuch
Publisher:	Key Consulting, 1996
Available:	Key Consulting, 379 Woodland Drive, Salt Spring Island, B.C. V8K 1J6 Phone & Fax: (250) 537-5701
Price:	$8.00
Level:	functional, independent
Reviewer:	Jan Sawyer

If You Could See Me Now!

Although only 30 pages long, this book spoke clearly to the students who read it. If you Could See Me Now! is a compilation of five women's stories about the abusive situations that touched them. These women lived with physical, mental or verbal abuse and survived.

Perhaps because of the bland cover, students didn't initially pick this book to read. However, after a brief introduction to the book, a man in my class asked to read it. I noticed he quietly passed it to Shelley, a woman he had become friends with during the term. The following day, Shelley wrote: "I like the book and I can relate to what the women went through. You think you are stupid and this is what married life is about." Later she continued: "I say good for them for getting out in time and adjusting to a new life."

This book had found an audience! Within a week it had circulated among six students, men and women. Each morning there was informal discussion about the stories and how important it was that everyone read them. Students liked the book because it was short and explained clearly what abusive situations are and are not. They felt it would inspire people who find themselves in similar situations to realise that they are not alone and encourage them to find help.

The layout of the booklet is clear with plenty of white space, good font size and spacing. Plus the editors have broken the stories into manageable sections of narrative. Unfortunately, there aren't any pictures in the book to help break up the pages of print.

The most obvious recommendation came from students when they asked how they could purchase If You Could See Me Now!. Six copies were bought, a few for themselves and a couple for friends. As a Nanaimo student said: "I'd recommend it to anyone who is interested in a relationship and what not to do if you want the relationship to grow."

150

From *If You Could See Me Now* edited by Evelyn Battell and Kate Nonesuch
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Sample Page

If You Could See Me Now!

by a Survivor

I would like to dedicate my story to my four wonderful children, for without them I wouldn't be here today. I'm sorry for what you had to go through when you were little. Thank you for standing by me, for giving me the strength and courage I needed to survive. I love you. Mom.

I guess the trouble all started with my childhood. I came from a large family and I felt I wasn't getting enough love and attention so I fell for the first person who ever paid attention to me.

I was thirteen when I started dating him, but he was twenty. My parents did everything they could to stop me

Title:	Discuss It!
Films:	*Zea, Cosmic Zoom, The Great Toy Robbery, George and Rosemary, Special Delivery, The Big Snit, The Dingles, My Financial Career, Onions and Garlic, Summer Legend, The Sand Castle, The Cat Came Back, Neighbours, Balablok,*
Producer:	National Film Board
Available:	National Film Board, Toll Free 1-800-267-7710
Price:	$39.95
Level:	all
Reviewer:	Jan Weiten

Discuss It!

Discuss It! is a video anthology of fourteen short films. The teacher's guide which accompanies the videos includes a wide variety of imaginative ideas and activities which need little adaptation to make them suitable for use with literacy students. Instructors have used Discuss It! to provoke discussion and as a starting point for writing.

Cosmic Zoom (8min.), a film which takes the viewer from the world of everyday vision to beyond the limits of outer space and returns to explore a world of microscopic dimensions, can be used as a catalyst for descriptive writing.

The Great Toy Robbery (6 min. 45 sec.), a cartoon which combines elements of a Santa Claus tale with that of the Wild West, can be used as a light-hearted film within a Christmas theme or within a discussion of "heroism."

George and Rosemary (8 min. 48 sec.) is a romantic comedy about two neighbours. This film can lead to discussion and writing about falling in love, first dates and aging. Classes have enjoyed this film as part of a Valentine's Day theme.

Onions and Garlic (4 min. 33 sec.) leads easily to a discussion of character and what people want out of life. Students can describe people they know who are and aren't like the characters in the film. Students can also write about folk tales that they are familiar with, or discuss and write about proverbs or fables.

Summer Legend (8 min. 15 sec.), based upon a Micmac legend which explains how the seasons came to be, can be used to discuss and write about legends. Students can write about other legends that they know about, read and write about legends from other cultures, or make up a legend to explain some phenomenon found in nature.

Neighbours (8 min. 10 sec.), a tragic film which shows the consequences of the inability to resolve conflict, has led to sobering discussions about war and its affects on individuals and nations. The theme of "Love Your Neighbour" (the only words used in the film, shown in text after the neighbours in the film have destroyed each other) often sparks sensitive and thoughtful writing. This film has been particularly successful when used with a Remembrance Day theme.

Balablok (7 min. 27 sec.), which explores the human tendency towards exclusion and prejudice with the use of wordless shapes, has been used to start discussion on themes of prejudice and racism. The film has generated insightful and thought-provoking ideas from students.

A note of caution: *Special Delivery* is not recommended for use as it has some questionable attitudes which some people might find offensive.

Reprinted from the National Film Board of Canada's Teacher's Guide to *Discuss It!*
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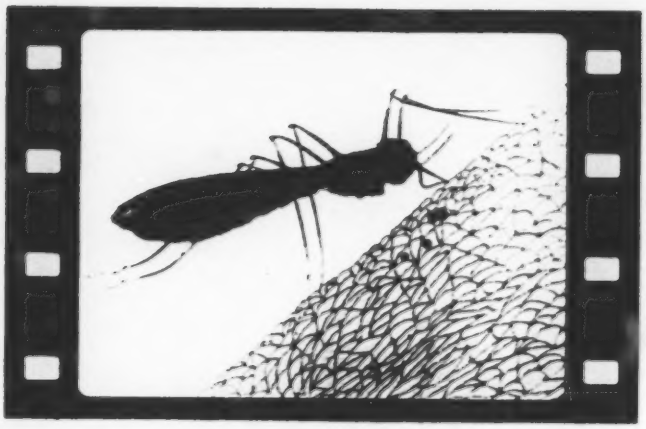
Sample Page

FROM THE NATIONAL FILM BOARD OF CANADA

Discuss It!

FOURTEEN FILMS
TO SUPPORT THE TEACHING OF ENGL

Teacher's Guic



2. COSMIC ZOOM

(8 min.)

DESCRIPTION

A relentless visual journey from the realms of the everyday world to the limits of outer space, and a return trip which passes through dimensions known to the human eye, then penetrates deep into the region of molecules, atoms, and those infinite organisms which are beyond the definition of optics. *COSMIC ZOOM* is a fine companion to *ZEA* (video #1). Its simplicity and clarity offer splendid opportunities to teach related vocabulary.

Ideas, phrases, and words related to *space*, *earth*, and the *human body*, could be "collected" by your students in the week preceding the viewing of this film.

VIEWING

As the video is being played, students can check off words in their personal collection which they could use to describe some of the scenes in the film (e.g. *planets*, *galaxy*, *river*, *lake*, *ocean*, *blood*, *cells*...). Each one could

Title:	The Education of Little Tree
Author:	Forrest Carter
Publisher:	University of New Mexico Press
Copyright:	©1976 by Forrest Carter. All rights reserved.
Available:	local bookstore
Price:	$16.95
ISBN:	0-8263-0879-1
Level:	independent
Reviewer:	Evelyn Battell

The Education of Little Tree

This is a powerful and poignant story of a small boy and two cultures. Little Tree is an orphan who is taken in by his Granpa and Granma. Granma is Cherokee and Granpa is Scottish and Cherokee. They live in the mountains of eastern Tennessee in the 30's. They teach Little Tree the Cherokee Way-gentleness, reponsibility, pride, how to hunt and to hunt only what he needs; how to respect the land, trees, weather, animals and birds. He learns respect for reading, thinking and the elders.

In addition, he learns how to run an illegal still and make whiskey. Granpa firmly believes that to survive in this world one must have a trade. Granpa is proud of his trade even though he knows the objections to it. Finally, Little Tree learns how to survive in a residential school long enough to escape. There is pain, racism, ignorance and hardship, but the story has a realistic and happy ending.

The book is 216 pages; too long for all but independent readers to tackle on their own. Also students find it difficult to read out loud because of the use of dialect and incorrect grammar.

The Education of Little Tree is best read to, or with, students in order to deal with misunderstandings caused by colloquial language. More importantly, the instructor can then discuss the racism and cruelty of the residential system and support students who may need to do personal healing work because of experience with the residential school system.

The book was originally thought to be a true story and when this was found to be untrue the publishers were concerned. They decided that because Forrest Carter is part Cherokee and the Cherokee people continue to hold this book in high regard, they will continue to publish it. This is our good fortune.

★★★GOLDEN OLDIE★★★

BEST COPY AVAILABLE

From *The Education of Little Tree* by Forrest Carter
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Sample Page

At the Crossroads Store

GRANMA TAKEN a pencil and paper and showed me how much I had lost on my trade with the Christian. Turns out, I didn't lose but forty cents, as I cleared a dime off the calf hide. I put the dime in my fruit jar and didn't take it in my pocket no more, it being safer in the jar.

On our next run I made a dime, and Granma upped it with a nickel. This give me twenty-five cents, so I was beginning to get my money built back up.

Though I had lost fifty cents at the store, I always looked forward to delivering our wares; though carrying my tow sack was a pretty good job.

I was learning five words a week out of the dictionary, and Granma would explain the meanings, then had me put the words in sentences. I used my sentences considerable on the way to the store. This would get Granpa to stop while he figured out what I was saying. I could catch up and rest with my fruit jars. Sometimes Granpa would totally knock out words, saying I didn't have to use that word no more, which speeded me up considerable in the dictionary.

Like the time I had got down to the word "abhor."

Family Literacy Materials on Electronic File

Sandy Middleton of Literacy BC is developing a literacy electronic network for BC. The network is on FirstClass, an easy to use communications system for Windows and Macintosh. One part of this system is the Family Literacy Conference which began last February for people in BC and elsewhere who have a growing interest in family literacy. As part of her work in family literacy development and communication, Barbara Bate moderates this conference and assists Sandy with posting information.

The Family Literacy Conference provides a forum for discussion of family literacy ideas and issues. As well, and more applicable to the Literacy Materials Bulletin, the Conference features an annotated list of Literacy BC's family literacy resources. Such a service provides both knowledge and access to practitioners since the materials are also available for loan. The resources are divided into the five categories shown below. One example is provided under each category:

Program Development Materials
Building Strong and Effective Community Partnerships: A Manual for Family Literacy Workers The Family Literacy Action Group, Alberta, 1996

Instructional Materials Related to Teaching Adults
How to Talk So Kids Will Listen and How to Listen So Kids Will Talk
Avon Books, 1980

Instructional Materials Related to Teaching Children
Why Seals Blow Their Noses: Canada Wildlife in Fact and Fiction
Whitecap Books, 1992

Family Literacy Supplementary Materials
The Virtues Guide - A Family Handbook
Virtues Communication Inc., 1990

Family Literacy Evaluation Materials (section to be added this fall)
Assessment and Evaluation Strategies in Family Literacy
Adele Thomas and Bram Fisher

The Family Literacy Annotated List of Selected Materials can be accessed in two ways:
1) electronically through FirstClass, Family Literacy Conference (Archives)
2) hard copy by contacting Sandy Middleton, Literacy BC, Phone: 1-800-663-1293, Fax: (604) 684-8520, E-mail: literacy_bc@douglas.bc.ca

For more information on family literacy contact: Barbara Bate, University College of the Fraser Valley, 45635 Yale Road, Chilliwack, BC, V2P 6T4, Phone: (604) 792-0025, Fax: (604) 792-2388, E-mail: BateB@ucfv.bc.ca

The Bulletin's Board

A Tool For Career Planning in BC: The Job Guide

In 1995 the Province of British Columbia, Ministry of Skills, Training and Labour brought out A Tool for Career Planning in BC: The Job Guide. This book is designed for functional to independent level readers. The jobs that are listed require two years or less of education or apprenticeship training. Learners appreciate the way the jobs are organized into different skill levels within categories as diverse as *Construction, Craft Work, Industrial* and *Services to People*. The experience of looking through the book , reading about the various jobs and discussing possible careers was enjoyable and informative for students. There are listings of colleges and organizations within BC where additional information and training can be obtained. This book is available from the Open Learning Agency, 4355 Mathissi Place, Burnaby, BC V5G 4S6, Phone: (604) 431-3210 Toll Free 1-800-663-1653 Fax: (604) 431-3381 for $7.25. The order number is MN1149.

The Reading and Parenting Program

The Reading and Parenting Program: Strengthening literacy skills through parent involvement was funded by the National Literacy Secretariat and prepared by Garth Greatheart of Project Literacy Victoria. There are delightful illustrations by Norm Choo and Jane Palliser. It is divided into eight sessions for the parents of young children to help them encourage reading and writing in their children and to understand their child's development. This book is available from Project Literacy Victoira, 930A Yates Street, Victoria, BC, V8V 4Z3 Phone: (250) 381-3755 Fax: (250) 381-4911.

Correction to Ordering Address for Burton Goodman Readers

These extremely popular short story collections were reviewed in Bulletin 10. They have been joined by two more books, Encounters and More Encounters. These books are now available through Curriculum

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Circulating Materials - Mailing List - Permanent Collection

The Literacy Materials Bulletin is distributed free to the literacy community of British Columbia or for a yearly fee of $15 to out-of-province subscribers. Materials reviewed in the Bulletin are available on loan for one month. Contact Literacy BC Suite 622 - 510 West Hastings Street, Vancouver, BC, V6B 1L8, Tel. 1-800-663-1293 toll free in BC or fax (604) 684-8520.

- to be added to the Literacy Materials Bulletin mailing list
- to order back copies of Bulletins 1-15
- to drop-in and see the Literacy Materials Bulletin permanent collection
- to borrow any of the materials reviewed in Bulletins 1-16

LITERACY MATERIALS RECOMMENDATION FORM

Title _____

Author _____ **Publisher** _____

Level (please circle) ***Basic (0-3)** ****Functional (4-6)** *****Independent (7-9)**

Why do you recommend this title: _____

_____

_____

_____

_____

Please attach a copy of one page and table of contents.

Recommended by: _____

_____

_____

LITERACY MATERIALS REQUEST FORM

What kind of material(s) would you like the Literacy Materials Committee to seek out, field test and review? Please include information about the content, level, and format (book, video, software, etc.) you require: _____

_____

_____

_____

_____

Requested by: _____

_____

_____

Send completed forms to:

Literacy Materials Committee
c/o Victoria READ Society
720 Linden Avenue
Victoria, BC V8V 4G7

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